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The Portfolio Concept in the English Class

A practical approach on individualisation and self-
assessment in the first form NMS Köflach

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The portfolio concept in the English class

In which ways does the usage of a portfolio in the English class foster individualisation and self-assessment?

Crucial elements in teaching are motivation and progress. Yet, which means are applied in order to achieve these goals? Yearly the PISA studies state that the general aims in education have not been achieved in some or even many aspects all over Europe. Reasons might be given from the teacher educational programme, via the teaching methods right down to a changing society. Yet, there is one factor which plays a crucial role in learning: motivation!

The best teaching methods will not lead to satisfying results if the learners are not willing and ready to learn. So the question is whether there are methods which will more likely lead to motivation than others and how to implement them in an English class.

The aim of this study therefore is to analyse the effects on the learners if one introduces a portfolio in an English class as a means of individualisation and self-assessment. The first hypothesis is that the motivation will increase if a portfolio is used because it is a very personal document to which a single individuum has got an emotional bond. Another assumption is that if the learners are continuously taught to develop strategies of self-assessment, progress in learning will subconsciously be regarded as a personal aim which will lead to better test results as a consequence.

In order to manifest these assumptions, the implementation of the usage of a portfolio has been documented and reflected upon in this study. The pupils have been questioned amongst others on the term "Portfolio", on ways to assess progress and on their motivation in the process of designing a portfolio. Colleagues have been interviewed on the basis of a questionnaire to find out whether they use portfolios in their subjects and what their motivation to do so is.

Apart from a critical reflection on the pros and cons of the usage of a portfolio in an English class, the paper will give a lively insight and even the ground for individual adaptation for other teachers in any language class. The first stages of a guideline with teaching materials to introduce the portfolio concept in a successful way will be added in the appendix. Examples of texts taken from pupils of the 1st form NMS Köflach will give insight into the individual progress of pupils.

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1 Portfolio, Individualisation, Alternative Assessment – Three Technical Terms in Question

The term „portfolio“ has become rather popular in the recent years. Yet if one tries to pin it down to a precise definition the struggles start right away. This is why the first part of this study looks back to the origins of this technical term and should be regarded as an attempt to crystallize at least a few criteria which are most valid if one wants to define the term „portfolio“.

Furthermore the first part traces the technical terms „individualisation“ and „alternative assessment“ in order to put them into a meaningful relation with the usage of a portfolio in the English classroom as the studies proceeds.

1.1 Portfolio

1.1.1 An Interpretation of Definitions

The term “portfolio” has rapidly spread in the educational field in Europe over the last ten years. The development started in the USA in the 90ies and has now been established in all educational fields starting from schools and subjects up to university. Before spreading into the educational field portfolios were already common among artists to briefly document their artistic skills. Then companies started to ask for a portfolio rather than a CV in the process of choosing new workers. Now the term is used in various contexts and therefore it is generally applicable.

Nevertheless there are a few features which are very frequent in portfolios of any kind.

One of the most acknowledged scientists in this field is the Swiss professor Dr. Felix Winter. He has done intense research in this area over the last years and has published the results of his research work in form of academic papers, magazines and books. He is part of the International Portfolio Network and has characterized the features of a portfolio used at school as follows:

- *"Portfolios sind Sammlungen von Dokumenten, die unter Beteiligung der Schülerinnen und Schüler zustande kommen und etwas über ihre Lernergebnisse und Lernprozesse aussagen.*
- *Den Kern eines Portfolios bilden Originalarbeiten, die von den Schülerinnen und Schülern selbst reflektiert werden,*
- *Für die Erstellung eines Portfolios werden in der Regel Ziele und Kriterien formuliert, an deren sich die Schülerinnen und Schüler orientieren können.*
- *Portfolios werden häufig auch anderen Personen präsentiert.*
- *Anhand von Portfolios finden Gespräche über Lernen und Leistung statt."*¹

¹ http://www.teachsam.de/arb/portfolio/portfolio_1.htm 19.01.2011 23:30

Another way to describe the essence of a portfolio is:

“Ganz allgemein stellt das Portfolio in der Schule "eine zielgerichtete Sammlung von Schülerarbeiten“ dar, die unter Beteiligung des Schülers bei der Auswahl der Inhalte und der Festlegung von Beurteilungskriterien angelegt werden soll. Sie soll dokumentieren, mit welchen Anstrengungen und auf welchen Wegen ein Schüler/eine Schülerin etwas gelernt hat und zu welchen Ergebnissen er dabei gelangt ist.“²

According to Danielson and Abrutyn (1997) one should consider four crucial steps in developing a portfolio at school. These four steps are:

- collection
- selection
- reflection
- projection³

In summarizing these points one could define a portfolio generally as a collection of selected materials produced or collected by a pupil who uses it as a means to document his/her individual achievements. Since learning is regarded as a process the portfolio in addition to that should provide and document reflective processes as well as critical feedback from peers or other people. A portfolio should be considered as a flexible tool to document the stages in learning and reflect upon them.

1.1.2 The Portfolio in the English Class - The European Language Portfolio

As far as the usage of a portfolio in a language classroom is concerned one again is confronted with numerous varieties starting as with the European Portfolio of Languages developed by the Council of Europe.

The aims of the European Portfolio of Languages are to document the individual language experiences of the learner in and out of school, to provide the language learner with tips of how to improve one's individual skills in acquiring languages, to assist the language learner in setting aims for further progress, to foster reflective processes in the language learner as far as his/her own abilities as well as the assessment of others in regard to these abilities are concerned and furthermore to create awareness of intercultural aspects deriving from individual experiences. The second part of the European Language Portfolio offers an organisational structure to get one's own written papers, certificates and filled in checklists organized. The last part comprises the complete checklists which sum up all the above mentioned aspects as well as self-assessment lists for the personal abilities in the four skills defined in the GERS.⁴

Thus the main function of the usage of a portfolio in a language class is to document the stages in acquiring one or more languages and to foster a positive attitude towards languages per se.

² http://www.teachsam.de/arb/portfolio/portfolio_1.htm 19.01.2011 23:30; (vgl. [Lissmann 2000](#), S. 288)

³ vgl. http://www.teachsam.de/arb/portfolio/portfolio_2.htm 19.01.2011

⁴ vgl. http://www.oesz.at/sub_main.php?lnk=gers

1.2 Individualisation

1.2.1 Individualisation in General

“Individualisierung und Differenzierung im Unterricht waren lange Jahre ein Spezialthema von reformpädagogisch engagierten Lehrer/inne/n. Im Zuge des steigenden Bewusstseins über die gesellschaftliche Heterogenität sowie der neuen Gesamtschuldiskussion hat sich die bildungspolitische Bedeutung des Themas deutlich erhöht. In der öffentlichen Diskussion scheint es, wo explizit darauf Bezug genommen wird, weithin positiv besetzt zu sein.“⁵

Every learner acquires knowledge in an individual way according to his/her intelligences. This not only applies to how knowledge is stored and accumulated but also to how it is presented to the learning community or the individual learner and to how the learners themselves prove the amount of what they have learnt at a certain stage.

Yet, this fact only slowly starts to draw traces in assessing the learning progress. Early attempts have been made by progressive pedagogical concepts such as *Jena Plan Pädagogik*, *Waldorf Pädagogik*, *Erlebnispädagogik* etc. documenting the learning process in rather descriptive forms than in a scale of numbers. Recent developments try to live up to meet the new educational challenges by describing competences and assessing them one by one rather than covering the variety of achieved learning goals with a single number. Even more daring attempts integrate the new media into this process and evaluate the learner's knowledge in e.g. testing on the pc.

“Im Schulwesen gibt es die Tendenz, „Heterogenität“ als „Abwesenheit von Gleichartigkeit“ und damit häufig als etwas „Defizientes“, als „Belastung“ zu verstehen. Demgegenüber wird die „Homogenität“ von Lerngruppen üblicherweise positiv konnotiert, als günstige Voraussetzung für Unterricht und nicht als „Abwesenheit oder Fehlen von Vielfalt“ verstanden. Dies hängt wahrscheinlich mit dem Konzept der Jahrgangsklasse zusammen, das als grundlegendes Prinzip der Schulorganisation ab dem 17. Jahrhundert propagiert wurde und sich erst im 19. Jahrhundert durchsetzte (vgl. Rauin 1987: 111): Gleiches Lebensalter soll relative „Gleichartigkeit des Lernalters“ der Schüler/innen garantieren und damit günstige Voraussetzungen zur ökonomischen Bewältigung der Massenbildung schaffen. Ausnahmen – z. B. der Abteilungsunterricht in sog. „niedrig organisierten Schulen“ – blieben aber weiter bestehen.“⁶

Teaching a homogenous group is a utopian vision which, though claimed and wished for, never has been true in any period of time. The moment the learning community consists of two people the homogeneity stops. Being of the same age does not in any case provide a homogenous group of learners. To create such a situation the learners would need to be tested so that according to their intellectual abilities groups of learners with rather similar learning capabilities are being formed. Yet even then, the group only can be a next to homogenous one because each of these learners acquires knowledge in a unique individual way according to his/her specific intelligences and abilities. Since this ideal situation is strongly controversial to

⁵ <http://www.bifie.at/buch/773/c/3>

⁶ <http://www.bifie.at/buch/773/c/3>

the standard model of the Austrian school system individualisation should not only be spoken of but put into being.

„Auch der Begriff Individualisierung zielt auf die bestmögliche Passung von Unterrichtsangebot und Schülervoraussetzungen. Anders als die lehrer- und gruppenbezogene Sichtweise von „innerer Differenzierung“ denkt „Individualisierung“ stärker von den Lernvoraussetzungen, -wegen und -zielen individueller Schüler/innen her. Individualisierter Unterricht ist dabei nicht unbedingt „Einzelunterricht“. Sein Charakteristikum ist vielmehr, Schüler/inne/n durch Aufgabenstellungen und flexible Unterrichtsmethoden solche Lernwege und Lernziele zu ermöglichen, die ihren individuellen Voraussetzungen in Hinblick auf Leistungsvermögen, Interessen usw. gut entsprechen, sie durch diese „Passung“ zu optimaler Ausschöpfung ihrer Lernpotenziale motivieren und sie dabei auf ihrem Lernweg zu unterstützen (vgl. Feyerer 1998: 149).“⁷

1.2.2 Individualisation in the Language Class

„Beim Fremdsprachenunterricht ist weiters auf allen Lernstufen zu berücksichtigen, dass sich Schülerinnen und Schüler der Zielsprache über lernersprachliche Zwischenschritte annähern und dass Fehler ein selbstverständliches Merkmal des Sprachenlernens sind. Dies ist in Übungsphasen und bei der Fehlerkorrektur zu berücksichtigen. Dennoch ist insgesamt und in sinnvollem Maße eine möglichst hohe Qualität und zielsprachliche Richtigkeit der fremdsprachlichen Äußerungen anzustreben; lernersprachliche Abweichungen von der Zielsprache sind dabei stets niveaubezogen und aufgabenspezifisch zu behandeln.“⁸

Formerly making mistakes was a mere tragedy. The fear to make a mistake in a conversation often prohibited learners to make statements and if they were courageous enough to do so the sentence structure and the vocabulary range were often limited to avoid mistakes. In written language this phenomenon could be noticed as well.

Due to recent developments the focus on assessing language skills has changed from counting incorrect chunks to analysing the amount and complexity of structures right down to the range of vocabulary. Thus the learners are motivated to make use of new and more complex structures and to apply language in a communicative context in order to gain practice in its usage. This approach is a rather lenient one as far as the amount of mistakes is concerned, focusses on understandability and regards the second language learning process in a similar way as the mother tongue has been acquired.

„Der funktionale Aspekt der Grammatik hat Vorrang gegenüber dem formalen Aspekt.“⁹

In terms of individualisation this means that every learner should get specific feedback as far as the development of his/her competences is concerned so that he/she is given the chance to start improving where he/she needs to. The competences as they are described in the European Language Portfolio are useful tools to give individual feedback and to create awareness for one's own competences in a self-reflective process.

⁷ <http://www.bifie.at/buch/773/c/3>

⁸ Lehrplan, p. 2

⁹ Lehrplan, p. 2

1.3 Assessment

According to Stern three criteria have to be fulfilled for optimally assessing the learner's achievements which are objectivity, reliability and validity". It is the duty of the teachers to inform the learners about the criteria valid for the assessing process.

“Die Schülerinnen und Schüler sind in die Planung und Gestaltung, Kontrolle und Analyse ihrer Arbeitsprozesse und Arbeitsergebnisse in zunehmendem Maße aktiv einzubeziehen, damit sie schrittweise Verantwortung für die Entwicklung ihrer eigenen Kompetenzen übernehmen können.“¹⁰

“Leistungsbewertung / Lerndiagnose muss
deutlich machen, was wichtig ist, also was die SchülerInnen fachlich wissen und
können sollen.(...)
das fachliche Lernen fördern. (...)
zur Chancengerechtigkeit beitragen. (...)
ein offener Prozess sein. (...)
gültige und nachvollziehbare Schlüsse über den Lernerfolg liefern. (...)
kohärent (auf langfristige Bildungsziele abgestimmt) sein. (...)"¹¹

Yet, marks hardly can cover all these aspects. This is why other ways of assessment should be developed and applied at least in addition to marks.

1.3.1 Alternative Assessment

Before discussing alternative ways to assess a language learning process one has to define what the term assessment in an educational context generally means.

“Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. According to the Academic Exchange Quarterly: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks".¹²

Traditionally marks are the most common concepts of how to assess the achievements of learners in any field. They are easy to handle, seem to be clear and claim to be comparable. In case they are on the positive range of the scale they boost the learner's self-confidence and foster motivation yet should they be on the rather negative side they easily might lead to demotivation and thus prohibit any further progress. Therefore over the years there have been numerous attempts to find other, less demotivating ways to assess the stages of the individual learning process.

¹⁰ Stern, T. Für eine ..., p. 91

¹¹ vgl. Stern, p. 93

¹² http://en.wikipedia.org/wiki/Educational_assessment

„Sollen Portfolios zur Leistungsmessung und damit auch zur Notengebung dienen, müssen die Kriterien, nach denen sie erstellt und schließlich bewertet werden, klar entwickelt werden. Dies betrifft sowohl Umfang, Inhalt und sprachliche Gestaltung und äußere Form des Portfolios. Hierzu sollten die Schülerinnen und Schüler am besten eine Liste erhalten, die die entsprechenden Anforderungen eindeutig fixiert.“¹³

Since the portfolio is a collection of individual achievements it can be used for assessment purposes. How this has been done and to what extent will be discussed in the chapters dealing with the practical part of this study.

1.3.2 Assessment in the Language Class

In a language class there are many classical ways to assess the acquirements of the language learners. The most common ones are checks on vocabulary and on grammar or presentations to prove speaking skills. Yet all these checks are rather punctual ones and depend on the daily condition of the learner. They focus on the knowledge presented at the moment of the testing rather than on the learning process. Notes on the participation in the language lesson as well as whether or not homework is done often complete the profile of the learner and lead to a mark.

Yet the requirements in language classes have changed and to meet the new standards other ways to assess the progress of the learning community have to be developed.

“Bei der Einschätzung und Bewertung von Schülerleistungen sind der individuelle Lernfortschritt und das Bemühen um die Optimierung von Arbeitsergebnissen mit zu beachten. Verstöße gegen die Sprachrichtigkeit sind nur eines der Bewertungskriterien und sind für die Gesamtleistung nicht alleine ausschlaggebend. Weitere Gütekriterien wie Verständlichkeit der Äußerungen, soziolinguistisch und pragmatisch angemessene Situationsbewältigung sowie Differenziertheit der verwendeten sprachlichen Mittel sind mit von Bedeutung.“¹⁴

The competences as described in the European Language Portfolio enable the teacher as well as the learner to get a rather clear insight into the achieved language competences. Therefore assessment in a language class should always take the competences into consideration. Its aim should be to find ways to document the stages in acquiring these competences within the range of the four skills which are listening, speaking, reading and writing. The flexibility and variability of a portfolio provides an optimal instrument to document the stages in the language learning process.

In summarizing all this there are many reasons why one should use a portfolio in a language class. According to Danielson and Abrutyn (1997) there are four advantages:

- *“motivieren Schülerinnen und Schüler dazu, sich Lernstoff anzueignen*
- *helfen ihnen über ihren eigenen Lernprozess nachzudenken und diesen selbst zu evaluieren*
- *dokumentieren auch Lernprozesse in Bereichen, die üblicherweise bei der Leistungsmessung und –beurteilung zu kurz kommen*
- *erleichtern die Kommunikation mit den Eltern”¹⁵*

¹³ http://www.teachsam.de/arb/portfolio/portfolio_3_2.htm 19.01.2011

¹⁴ Lehrplan, p. 2

¹⁵ http://www.teachsam.de/arb/portfolio/portfolio_1.htm 19.01.2011 23:30

In addition to that, portfolios foster self-responsible learning and are a valid, presentable document, a kind of proof for the individual achievements during the learning process. Besides it is a flexible tool which can easily be adapted to new situations, requirements and contexts.

”Die Beurteilung eines Portfolios ist natürlich vor allem vom jeweiligen Typ des Portfolios abhängig. Dabei ist vor allem darauf zu achten, ob es sich um ein prozess- oder ein ergebnisorientiertes Portfolio handelt. Im Falle des hier vorgeschlagenen Portfolios handelt es sich um ein ergebnisorientiertes Portfolio, ein Beurteilungsportfolio, das auch zur Notengebung dienen soll. Dafür gilt im Allgemeinen:

*Die Kriterien, nach denen das Portfolio erstellt und schließlich bewertet wird, müssen klar entwickelt sein. Dies betrifft sowohl Umfang, Inhalt und sprachliche Gestaltung und äußere Form des Portfolios. Hierzu sollten die Schülerinnen und Schüler am besten eine Liste erhalten, die die entsprechenden Anforderungen eindeutig fixiert“.*¹⁶

2 My English Portfolio – Documentation of a Project

In this chapter general data on the project, results of the questionnaires and a reflection on the various phases of the project will be given.

2.1 General Facts

The project took place in NMS Köflach in 2010/11 in both first as well as both third forms. In the first forms there are all in all 49 pupils, in the third form there are 48 pupils. The time dedicated to work on the English files as well as the portfolio cannot be pinned down to an exact amount of lessons or hours because the work most often took place in an integrative way as reminding them where to put the worksheets and the classroom materials.

Yet one can state that about two weeks before an English test the work on the portfolio intensified because the texts were used for the individual test preparation. In addition to that self-assessment scales were introduced to provide useful help in order to get the best possible results for the English test. These phases were greatly appreciated by the kids and after the first time they started to ask for the self-assessment grids themselves, which clearly indicates that the grids were used individually for study purposes.

On the other hand there was a big difference noticeable between the two forms from the very beginning. This is due to the fact that the third forms had used exercise books during the first two schoolyears and were not at all familiar with using a portfolio in the language class. The first forms started with organising all classroom materials in a file right away and thus slowly developed organisational skills to handle their English file properly from which then the English portfolio derived.

¹⁶ <http://www.teachsam.de>

Another difficulty from the very beginning onwards was the cooperation with my team partners. Neither of them had used a portfolio in class and the understanding of the benefits of a portfolio with one of the teachers only slowly grew as the schoolyear proceeded yet the second team partner up to today opposes the idea of a portfolio greatly. All this lead to an enormous amount of work on my part which, considering the benefits for the kids was worth it nevertheless.

As far as team work is concerned at the end of the schoolyear there is still a great amount of frustration and the feeling of unfairness on my part because I would have wished for more support in helping the kids to work on their portfolios. Since at the end of the year the portfolio mainly consists of texts and the teacher who opposes the portfolio is in an educational programme for the writing standards I had expected active support from her and not only passive reluctant tolerance.

In order to get results for the study I decided to mainly use questionnaires with closed questions apart from the first one. The reason is that I assumed that the pupils are not too familiar with the issue and therefore probably would have difficulties in putting their opinion across. Apart from that the use of a questionnaire is practicable during the lessons and consumes less time than an interview.

A questionnaire was the basis to find out whether and to what extent colleagues use a portfolio in their subjects. Yet in contrast to the pupils, the questionnaire was used as a basis for a talk about the topic because a person to person interaction enables to find out more details than a simple questionnaire. The results of the teachers' questionnaire can only be regarded as valid in a very restricted way because the English team consists of five teachers so the number of asked colleagues was not very high. Still for the situation at this specific school the results are valid.

2.2 Stages of the Portfolio Implementation

Though the first forms as well as the third forms have worked on an English portfolio, only the process of the first forms will be documented in detail in this study. The reason is that the third forms didn't organize their classroom materials in an English file and thus the process was slightly different and less successful than in the first forms. Yet there will be a short reflexion on the results of the questionnaires, the process as such, its outcome and a reflection in regards to individualisation and assessment in a separate chapter.

2.2.1 Stage 1: Introduction

At the beginning of the schoolyear the pupils were asked to get two files – one for the usage at school and one to store materials at home. In order to organize the materials various sections were labelled such as “texts and tasks, grammar, words and phrases, words of the week, portfolio”. The sections were explained again and again and whenever the pupils needed help in putting the materials into the correct section they got individual support.

As the schoolyear proceeded the file was filled with classroom materials, with word lists, with words checks and much more yet the kids continued to feel rather insecure in where to put the various materials. Since the organization of the English file was part of the mark, the task over the Christmas holidays was to put the English files into order.

So when shortly after Christmas I decided to have a look at all the English files I was surprised after the first files that many still were in a rather chaotic state. Due to time pressure

I could not go through all the files together with the kids to talk about the organization of the file but restructured the files to meet my standards. The personal talk was replaced by an assessment grid which clearly pointed out the deficits which had to be worked upon as well as the perfectly achieved aspects.

I personally was not satisfied with the situation but since I had no support from my team teachers at that time I had to find a more or less optimal solution of how to handle 49 files within a week's time so that the pupils had the chance to work upon their files in order to achieve best marks. Yet I already decided at that point that the pupils should take over the responsibility of structuring their files and be partly involved in their assessment.

When giving back the files I dedicated some time of the lesson to explaining the assessment grid to the pupils. Each section has got a scale of four stages whereby the achievements are verbalized. Here are two examples for illustrative purposes:

PUS

FEEDBACK ENGLISH FILE

Name of pupil: _____ dat _____

Texts and Tasks	Du hast deine Mitschrift und die Unterrichtsmaterialien vollständig und sehr ordentlich abgelegt	Du hast deine Mitschrift und die Unterrichtsmaterialien ziemlich vollständig und recht ordentlich abgelegt	Du hast deine Mitschrift und die Unterrichtsmaterialien lückenhaft und wenig gewissenhaft abgelegt
grammar	Du hast für alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Du hast für fast alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Du hast für einige bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.
Vocabulary	Du hast von allen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Du hast von fast allen bisher durchgenommenen Units die words and phrases recht sorgfältig und fast vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Du hast von einigen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.
Words	Du hast alle bisher	Du hast fast alle bisher	Du hast einige bisher

In this grid there was a section labelled „portfolio“ in which all the texts were listed which should have been written at that time already. At this point of time it was still up to the pupils to collect the portfolio texts in a separate file or to have them as integral part of their English file.

Portfolio	Du hast alle homework Texte vollständig und gewissenhaft verbessert.	Du hast beinahe alle homework Texte vollständig und gewissenhaft verbessert.	Du hast einige homework Texte verbessert.	Du hast wenige homework Texte verbessert.
WS 2010/11	That's Me 1	Hiding Ghosts	My Monster	My Classroom
	In my Schoolbag	In Winter	In my Nikolaus bag	Story 1, 2, 3
	That's Me 2	My Friend		
SS 2010/11	That's ME 3	My Friend 2	My Pet 1	My Day 1
	Shopping (dialogue)	Pets (dialogue)	CGP - In a restaurant	CGP - It is mine

Persönliche Einschätzung deines Lernfortschrittes:

Was ich dir noch sagen möchte:

Name of teacher

name of pupil

name of parent/s

I made it clear that from now onwards they have to take the responsibility for their files more seriously because their restructured files should provide guidance to put all materials into the correct section.

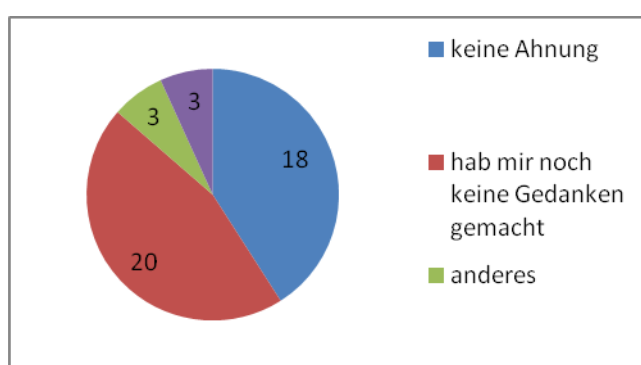
2.2.2 Stage 2: Pupils' Questionnaire 1

In order to find out about the pre-knowledge of the pupils the first question was to ask for a definition based on the knowledge of the kids. The answers are listed below:

Formulierung	Anzahl
eine bunte Mappe	2
Mappe mit Arbeiten/Liedtexten/schön geschriebene Texte oä	4
die Verbesserung	2
Fragebogen	4
ein Aufsatz	1
alles andere	1
keine Antwort	29

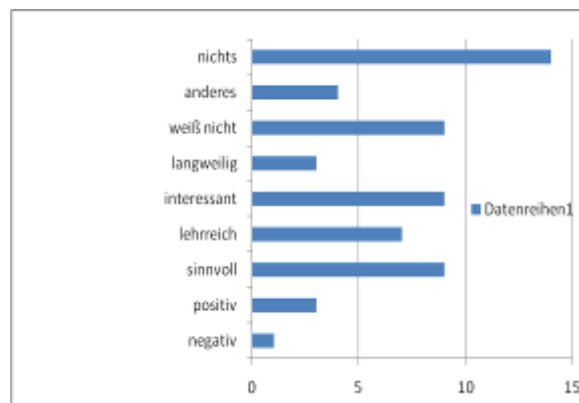
Summarizing this, one can say that obviously the pupils were not yet familiar with the portfolio concept from their experiences in primary school. Yet some had picked up a few features from the way it was mentioned in the English lessons or perhaps in other subjects already. Still this result was a bit puzzling because the questionnaire was done on the 7th of December so at a stage at which each child should have produced and collected a few portfolio texts. Yet the understanding for its concept had not yet been greatly developed.

Nevertheless 13 out of 42 believe that the usage of a portfolio will have a positive effect on the learning progress even though the reason why a portfolio is used in a language class was a mystery to the majority of the pupils.



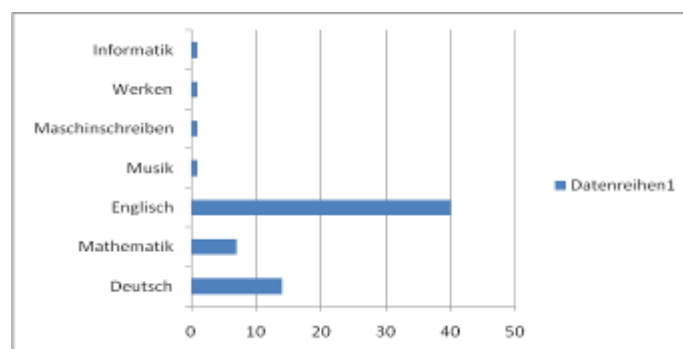
Was ist deiner Meinung nach der Sinn des Einsatzes eines Portfolios im Unterricht?

Though the pupils were not really aware of the function of a portfolio, the work on it was noticed positively as the statistics prove.



Wie hast du das Erstellen eines Portfolios (eher) empfunden?

The most significant result was the one concerning the subjects in which a portfolio is part of the lessons. Almost all the pupils had at that time already noticed that in the English class the term portfolio was frequently used. But also in other subjects the pupils had been introduced to the portfolio concept.



In welchen Gegenständen wurden bzw. werden Portfolios eingesetzt?

So even though there were many open questions as far as the meaning, the purpose, the design of an English portfolio was concerned, at least half of the pupils had noticed that it was frequently spoken of.

The results were not alarming since I had decided to use an inductive approach to introduce the portfolio concept rather than bore the pupils with theoretical explanations. Learning by doing, creating understanding by getting into the process step by step was the way I chose to familiarize the pupils with the portfolio concept. Therefore my expectations as far as a deeper insight was concerned were low and I was content with the fact that the term portfolio had already been branded in almost all the pupils' brains as an integral part of the English class.

2.2.3 Stage 3: Self-Assessment and Peer-Assessment

By and by more responsibilities were handed over to the pupils. Since the first restructuring had been done for them and they only had to continue the structure by copying I decided to dedicate some time of the English lesson on building up the competence of assessing their own and their peers' English file.

First they were a bit irritated by the task but after some explanation they carefully skimmed through their classmates' files to give them feedback which should help them to work on their files. In the next lesson the pupils were given another assessment grid but this time they were asked to have a close look at their own files. Since time was running out it was not possible to

do a comparison of the peer assessment and the own assessment and talk about their experiences in class.

The process was rounded up by a fast glimpse at the assessment grids and a skimming through the files of the pupils. It was amazing how seriously they had taken the task. In most cases the assessment fitted my own judgement of their piece of work which can be explained in a way that they already had fulfilled the task in a highly responsible way. Furthermore it was clear to them that whenever they ended up having crosses at the far right side they should better work on these areas to catch up and to improve their achievements.

2.2.4 Stage 4: Date My English P!

In the second semester the pupils' portfolios and files had already grown into presentable ones. So the idea was born to use the opportunity of the Parents' Day in order to present the portfolios and to get feedback from others. The parents were invited to join a short informative presentation before the official Parents' Day started.

The pupils were involved in the process of this presentation. They were asked to design an invitation for the parents and they were asked to put their files into order according to the feedback they had got from their peers and on their own assessment.

Since the portfolios are individual documents the pupils were as well asked to prepare short presentations according to their language abilities in order to be ready to present their own portfolios during the event. First I assumed that the pupils of the first forms would not be willing to present it in English but there was no question about the language in which they wanted to present it. With the help of a skeleton text to structure their presentation all pupils were able to present their own portfolios in English in class which had a great effect on their self-confidence. Funnily enough the pupils of the third forms had great doubts and rather wanted to do their presentations in German. Yet after getting to know that their younger mates were doing it in English they started to practice as well.

On the day of the Parents' Day some minutes of each language class were dedicated to arrange the room of the presentation. This involvement created a personal link towards the presentation and during the time of the parents' day a least two kids were on the watch so that none of the portfolio or files could be taken away.

The presentation was a great success since it was the first opportunity to inform the parents about this important didactic tool used in the language class. The mood in the room first was a bit tense since the parents had to come earlier. Yet, as the presentation proceeded the mood started to change from reluctance to interest right on to parental pride when the kids started to present in English.

Nevertheless there were two negative aspects shadowing the whole event. First, one of my team teachers decided to start the Parents' Day earlier and thus was absent. Secondly, only about half of the pupils of all four classes and their parents were present whereby the event had aimed at passing on the information to at least the majority of the pupils and parents. Due to that it was not possible for many of the pupils to get feedback on their files from their parents and even though they were asked the next day to try to get feedback on their own initiative hardly any of the pupils did so.

2.2.5 Stage 5: Pupils' Questionnaire 2

The second questionnaire tried to find out whether the continuous work on the English portfolio had led to a better understanding of its concept. Secondly the aim of this questionnaire was to reflect on learning strategies as well as on how to assess the language learning process and to which means are regarded as most important to gain a mark at the end of the term.

The question how to define a portfolio was answered slightly differently this time. The answers were as listed below:

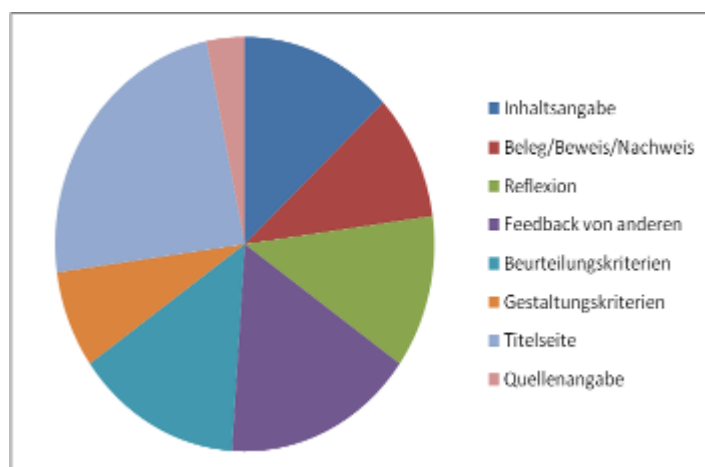
Definition	number
leichter für die Schularbeit zu lernen	1
Verbesserung von Texten	6
eine Mappe in die verbesserte gute Geschichten hineinkommen	1
Texte	6
eine Ansammlung von Geschichten	1
man sammelt schöne Texte, die schon ausgebessert sind	1
eine Mappe, in der Eltern ankreuzen können, wie gut die Mappe ist	1
eine Mappe für Grammatik, Texte und andere Sachen	2
Mappe mit den wichtigsten Texten	3
Sammlung von den Texten die wir geschrieben haben	3
ein Text, der für die ganzen Schuljahre sind	1
ein Schnellhefter wo alle Texte sind	1
eine schöne Mappe mit den Texten die man selber schreiben musste	1
eine Mappe, in der wir Verbesserungen und Aufsätze sammeln	2
eine Mappe, in die wir fertige Texte hinein tun	2
eine Mappe mit schönen Texten	3
eine Zusammenfassung mehrerer Texte	2
wo man seine schönen Sachen rein gibt, verbesserte Zettel	1
wo man die guten Sachen hineintut	1
eine unvehlerhafte Mappe	1
eine Mappe	1
etwas was z.B. Schularbeitenstoff ist	1
Nichts	6

Whereby in the first questionnaire only 9 pupils had connected the portfolio to texts in the second questionnaire apart from six all other pupils had got the idea that the portfolio has to do with texts they had produced themselves. In one way this result is very satisfying because during this schoolyear the focus was on establishing the portfolio as a collection of texts to document the individual progress of the writing skill. On the other hand it is not astonishing that neither the concept of reflection nor the concept of projection, as stated by Danielson and Abrutyn¹⁷, as one of the four steps to a portfolio have been mentioned by the pupils. The result exactly reflects what has been done during the schoolyear so it can be regarded as a success, as a proof that the message transported was put across.

Even though it only had been mentioned a few times what the contents of the English portfolio should be for the time being all the criteria had been ticked off by the pupils. Still I

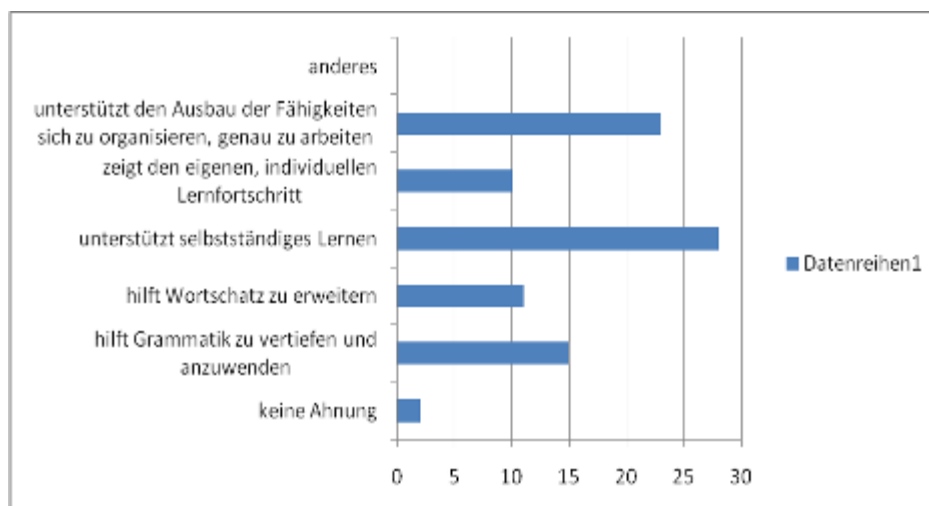
¹⁷ vgl. http://www.teachsam.de/arb/portfolio/portfolio_2.htm 19.01.2011

personally believe that as the work on the portfolio continues time needs to be dedicated to establish a profound understanding of the features mentioned below. I greatly doubt that the meaning of “Beleg, Beweis, Nachweis” was clear to the pupils and that if there had been written “texts” the results would have been quite different.



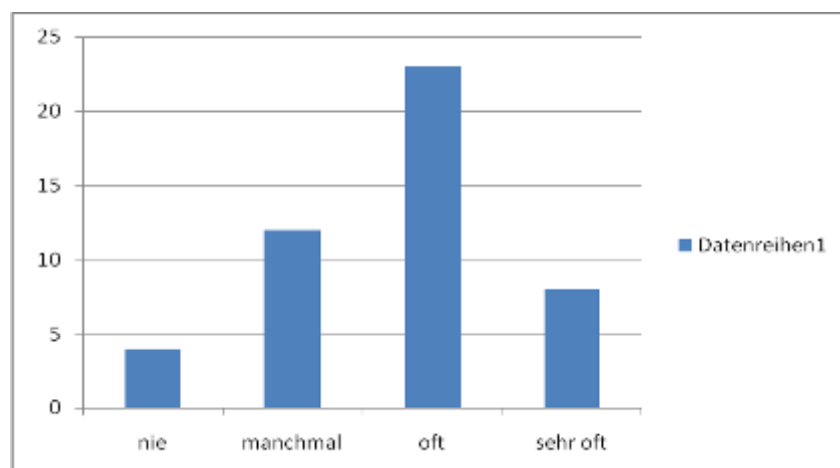
Was umfasst dein Englisch-Portfolio am Ende des ersten Jahres?

According to my personal understanding, the results on what the intention of a portfolio could be were a great success. Even though this question was never explicitly discussed in class the pupils obviously got a great insight by actively working on the portfolio and thus deducting its benefits. This also leads to the assumption that the reflective abilities of the pupils have developed to a great extent and that this might be due to the usage of a portfolio in the English lesson.



Was ist deiner Meinung nach der Sinn des Einsatzes eines Portfolios im Englisch Unterricht?

The results of the questions as to whether or not the portfolio is used to prepare for an English test were very positive as well. Only four pupils stated that they never use their English portfolio for study purposes. All the other pupils make use of this instrument to improve their language skills. The most remarkable aspect of this is that since this is done out of the free will of the pupils and it is never checked or assessed in the language classes, the reason must be an inert one which leads to the assumption that the portfolio has a motivating quality.



Verwendest du dein Englisch Portfolio, um dich auf z.B. eine Schularbeit vorzubereiten?

The outcome of the questions concerning assessment and grading will be discussed in chapter 2.2.7.

Summarising the results so far it can be noted that the implementation of a portfolio in the first forms has improved independent learning, has lead to a high level of motivation throughout the schoolyear, has fostered the reflective abilities of the pupils and affected the self-confidence in a positive way.

2.2.6 Individualisation

*“Förderung durch **Differenzierung und Individualisierung** ist eine Aufgabe aller Lehrerinnen und Lehrer. Dazu ist es notwendig, dass die Schule die Schülerinnen und Schüler individuell fördert und fordert und die heterogene Zusammensetzung der Schülerschaft akzeptiert und konstruktiv damit umgeht. Ein solcherart verstandenes Förderprinzip braucht ein entsprechendes **pädagogisches Gesamtkonzept**.”¹⁸*

The portfolio has been chosen as a didactic concept to document the individual language learning process, to foster competences in self-reflection and assessment as well as to achieve competences in getting oneself organized and to take over responsibilities. Though individualisation hardly took place as far as the writing tasks were concerned, no text looks the same. So each portfolio has turned into a unique collection of texts produced by an individual.

Through talks with each pupil an awareness of one’s own responsibility and duty as a pupil has been created which has reached individual stages. The most organized pupils were till the end of the schoolyear able to keep their English file in order, to do the corrections of their texts without further requests and to collect the improved texts in an extra file which was labelled “portfolio”. The least organized pupils ended up having a kind of nothingness of an English file which was still disorganized, incomplete and carelessly kept. Yet, this did not always tally with the pupils’ achievements and quite to my surprise one of the most disorganized pupils kept excelling in each English test. So, to my opinion it is the duty of the teacher to help the pupils to develop the skills which are according to their individual talents still more or less latent in order to make them fit for life.

¹⁸ http://www.bmukk.gv.at/ministerium/rs/2005_11.xml

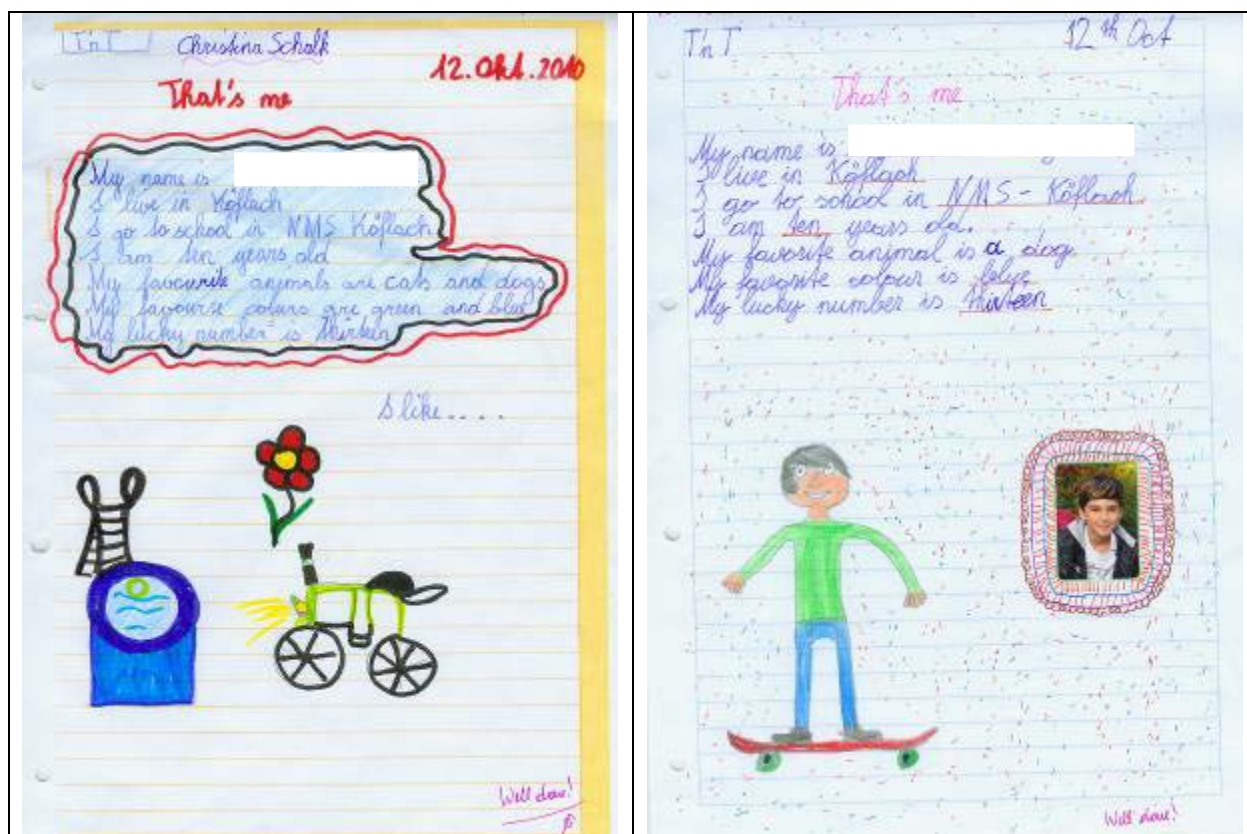
In order to document the individual learning process I would like to give a few examples of texts which are the results of a writing task.

One of the first texts in the schoolyear was a text about oneself. The writing instructions were as follows:

Write a text about yourself! Talk about:

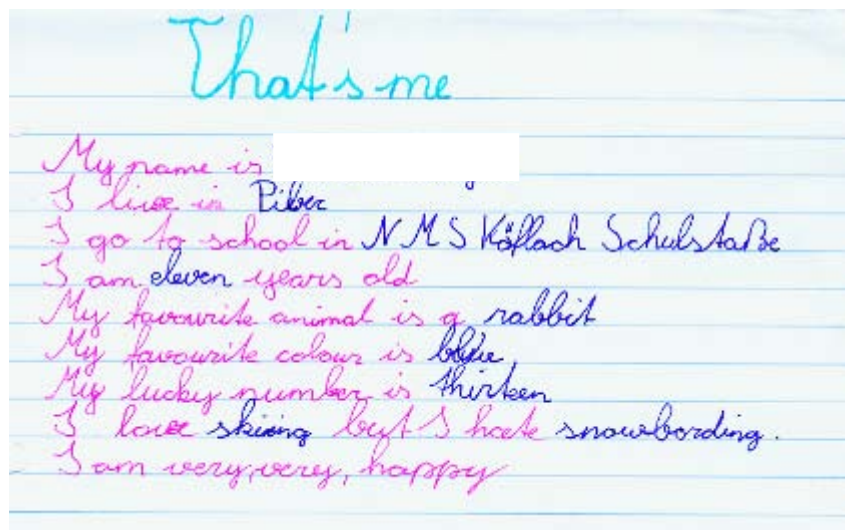
- where you live / go to school
- your favourite hobby / animal / colour
- your lucky number

Since this was one of the first texts, the pupils were also given the beginning of the sentence structures to be able to write a text at all. Before the writing task was given the sentences were introduced in a playful way in class whereby all the pupils had the opportunity to practice the structures in spoken language. A few texts taken from the pupils' portfolios shall give insight into how individually the task was solved.

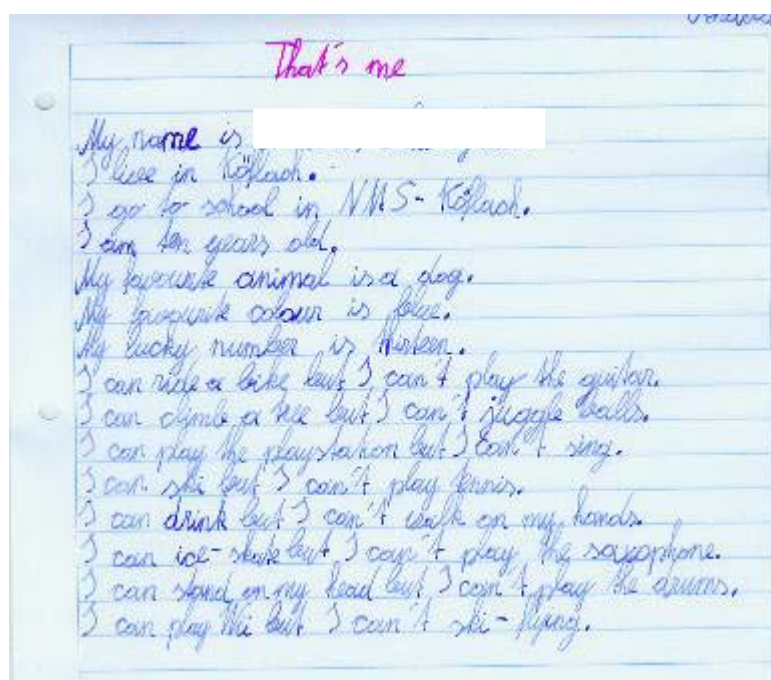


Though the differences in the texts are not too numerous each text has got an individual content and an individual layout. With the complexity of the writing tasks the variety in the texts increased as is proved in the following.

The second stage in writing a text about oneself was to integrate the linking word “but” in order to compare what one loves or hates and to express in what mood one is.



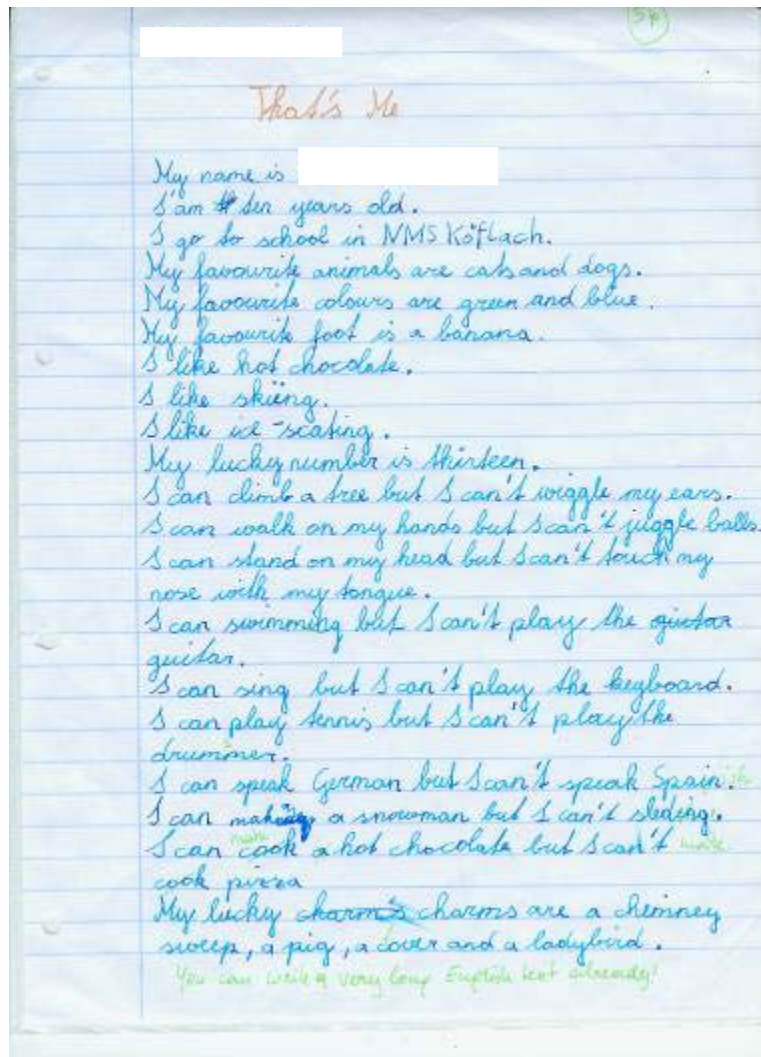
Another step forward in improving the writing competences was to talk about one's abilities. The use of the verb "can" and its negation was introduced in a playful, active way with a rap and then added to the first writing task "That's me". Comparing the first text of Andreas Schweighart to this one, one can see that a lot of language acquisition has taken place as far as the range of vocabulary and sentence structure is concerned.



Another pupil has produced the following text originating from the same writing instructions.



One of the last texts produced in this series shows that adverbs of frequency, “when”, the structure “like.... doing....” and that the word fields “clothes, activities” can be used to describe one’s own personal likes. This last text was written shortly after the Christmas holidays sometime in January whereby the first text was written at the very beginning of the schoolyear.



The list of examples given could be continued and in the appendix a few more examples will be given, yet I think that these few examples already underline the individuality of the portfolio starting from the easiest, most pre-structured texts right down to the more complex texts written at the end of the schoolyear.

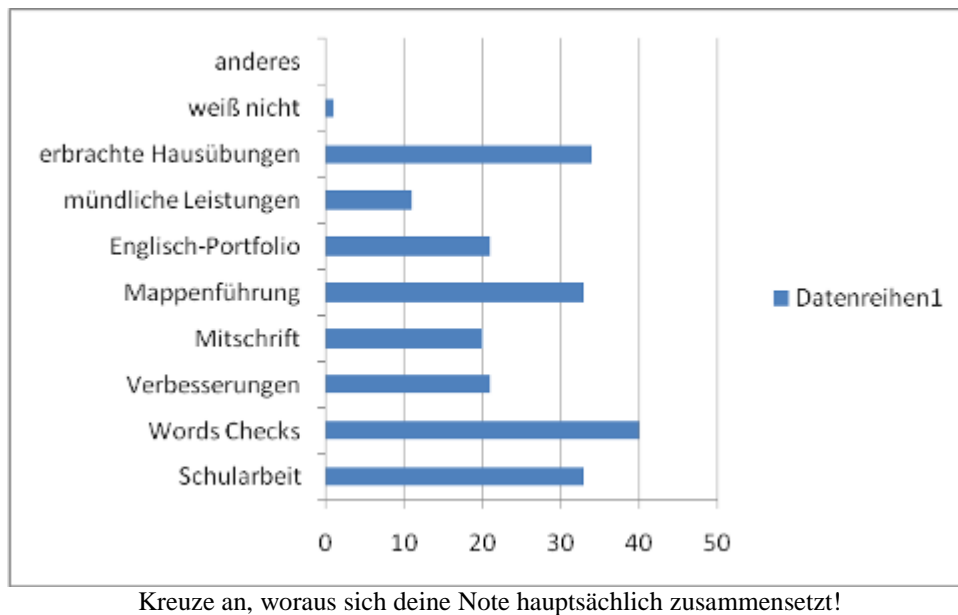
Throughout the schoolyear it was most fascinating for me to watch the individual progress of each child. I regard any of the produced texts as a valid document of a stage in the individual learning process. It visualizes the thinking process, the amount of how new structures, words and phrases were already internalized at a certain time and their sustainability. Besides it was a great pleasure to skim through the portfolios at the end of the term and to be able to follow the stages in the language learning process by reading the individual texts.

2.2.7 Assessment

„Der nachhaltig wirksamste Effekt auf die Lernleistungen (...) ist (...) einer formativen Leistungsbewertung (zu verdanken).“¹⁹

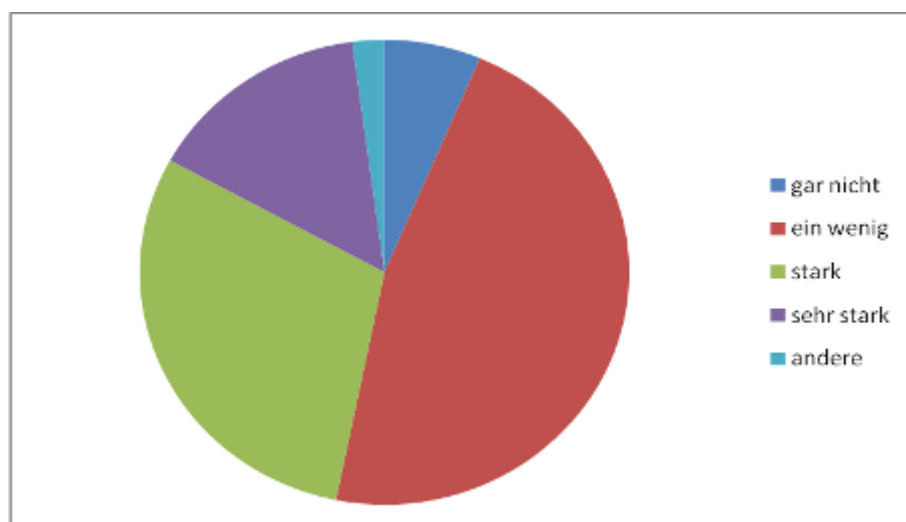
When used in combination with self-assessment grids, the portfolio offers an optimal instrument to approach the achievements of the individual pupil in a formative way. In addition to that it fosters reflective abilities, self-awareness of one's own competences and triggers off a motivational process. The motivated pupil is eager to learn, does homework not only without reluctance but with the inert wish to improve.

In the second semester of the schoolyear the portfolio has already been acknowledged by one half of the pupils as a tool of assessment. Considering the fact that at the beginning of the schoolyear it was part of the English file, its acknowledgment is even higher since more than thirty pupils registered the English file as a means of assessment.



These results match the ones of the second question concerning assessment. Approximately one third of the pupils want the portfolio to be part of the assessment of their language progress whereby half of the pupils do not want it to play such an important role. This can be interpreted in such a way as the pupils either did not put much effort in their portfolios and therefore fear that the impact on their grades might rather be on the negative side. Another interpretation is that not all the pupils have understood the supportive, positive concept of the portfolio and are still in the process of understanding its benefits.

¹⁹ Stern, p. 21



Wie stark soll das Englisch-Portfolio in die Beurteilung/Note einfließen?

Since the process of implementing the portfolio has consumed more time than expected, there was so far no time to start the assessment process as far as the portfolio is concerned. The next steps therefore will be to adapt the assessment scales offered by the European Language Portfolio to the specific requirements of the English class and thus intensify the reflective process in the pupils.

2.2.8 Colleagues' Questionnaire

In this chapter one has to distinguish between colleagues who are part of the English team of NMS Köflach and colleagues who either work in NMS Köflach Schulstrasse or NMS Köflach Allee or NMS Voitsberg and who teach in various subjects. The two questionnaires slightly differed yet also had questions in common. Generally I tried to find out how familiar the colleagues are with the term portfolio itself and whether and to which extent they use it in their classes.

The most striking results as far as the English team was concerned was that, though the terms could be defined in many aspects and though it is considered as a means to foster independent self-responsible learning, it is not used in the language classroom. Neither is it acknowledged as an alternative way of assessing the pupils' achievements. Since two of the three colleagues noted that they might eventually implement it in the language class if they had a guideline of how to do this I assume due to lack of self-confidence this instrument has not yet been used.

Compared to the rather regressive attitude towards the usage of a portfolio, the answers of the colleagues of other subjects and other schools lead to the impression that the portfolio is a frequently and appreciated didactic tool with many advantages. It has been stated that in all subjects the work with portfolios is possible and that it is used in any of the subjects being taught by these colleagues from German, Music to Physics and across all subjects. Nobody questioned whether a portfolio should be considered when assessing a pupil. Yet, on the other hand, everybody agreed that working with portfolios has got one disadvantage: it is time consuming for the teacher.

So, all in all the colleagues were not only well informed about the features of a portfolio as stated in the first chapter but also enthusiastic to use it in class.

2.2.9 The Portfolio Project in the 3rd Forms

The portfolio project in the third forms was not as successful as I wished it to be. Only about one third of the pupils of the two classes continuously worked on their portfolio throughout the year. The others were reluctant to start doing their corrections in order to end up with a presentable portfolio. It seemed to me that they were not used to do corrections of their corrected texts and to hand them in again.

Actually I had the impression that writing texts on their own was quite new to them since they were rather used to copying texts and dialogues from the English books. They as well were not familiar with standardized forms of writing tasks so in a way they had the same basis as the first forms. Yet they had the disadvantage of having had two years of little challenges which made them reluctant to make more efforts than they were used to make.

Still the ones who got into working on an English portfolio realized after a while the benefits of it. They noticed that their own style improved, that they could make progress at their own speed, that they could improve their vocabulary according to their needs and wishes and that they could practice grammatical structures and improve them by rewriting their texts.

If one differentiated between HS and AHS pupils it would be remarkable that most of the pupils who started working on a portfolio would be much likely to continue their school careers in an upper form and those who are most likely to stop school after nine years have no portfolio.

Yet this only applies to these two classes and cannot be taken for granted. In another NMS in which I had worked before the portfolio concept had been introduced in the first form and all the pupils from the best right down to the least talented could document their learning progress in an English text portfolio at the end of their fourth school year.

So speaking in terms of individualisation it is worthwhile to continue the portfolio in the following year even if the majority of the pupils decide not to make the effort to have one. Yet the ones who want to learn and want to improve should be supported and coached in their individual learning process. Therefore the portfolio will be used in the following schoolyear to differentiate and to foster the individual learning process. This is justified by Dr. Renate Wustinger who speaks of a new culture of learning as far as the contents, the teaching methods and the learning strategies are concerned.

„ Lernprozesse individuell gestalten und verantworten ist auch für sich selbst ein Lernprozess.“²⁰

²⁰ http://www.bmukk.gv.at/medienpool/17423/mat_wustinger.pdf

3 Reflexion

“Die Schülerinnen und Schüler sind ihrem Alter entsprechend zu kritischem und eigenverantwortlichem Denken zu führen. Es sind Impulse zu setzen, die die Entwicklung eigener Wert- und Normvorstellungen bei den Schülerinnen und Schülern anregen und fördern. Den Schülerinnen und Schülern ist Lernen als Prozess verständlich zu machen. Sie sollen die an sie gestellten Anforderungen kennen, sich selbst einschätzen lernen und darin auch Motivation für ihre Arbeit finden.“²¹

The decision to use a portfolio in the English class derived from former teaching experiences with a colleague who was convinced to use this instrument in the language class. The results at the end of a fourth form astonished me to a great extent because even the weakest pupils ended up having a file called “portfolio” with a collection of texts. The differences between the qualities of these texts were enormous reflecting the languages abilities of the individual pupil, yet at the same time they also reflected the individual progress made during four years of making efforts.

Another reason to go into this topic was the input during kl:ibo²² seminars. There I got more and more infected by the portfolio virus and longed to start this process in a first form myself. Therefore my motivation was very high to invest time and energies into finding ways of how best to introduce it and work in class with it. The biggest challenge for me was how to start and develop a self-reflective process in the pupils so that they by and by learn to assess their own abilities, their progress, their work.

During the schoolyear I was partly extremely enthusiastic and partly quite frustrated by the outcome of my efforts. What really depressed me most was the constant confrontation with my team teachers at the very beginning. They did not share my enthusiasm, neither did they want to be part of the process and only slowly one of my colleagues started noticing the benefits of the use of a portfolio. In one of the classes the practical support in handling the English file and the portfolio was non-existent, in the other class there were at least small efforts of support till the end of the schoolyear.

Since I had not yet introduced a portfolio in class, I had no experience at all of how best to start. At the beginning many pupils had difficulties organizing the materials in their English files, not understanding at all why they were doing it. Yet as the results highlight, at the end of the schoolyear most kids have realized that undergoing the process of writing and rewriting texts for their portfolio had a great effect on their language progress.

It is a pleasure to skim through the files because many pupils have learned how to keep their files in order by themselves, they have developed first mechanisms in reflecting upon themselves and their learning process as well as on others and their work, they have started to reflect upon their learning process and to assess it apart from acquiring language skills. Still, looking at it very critically, I need to admit that many aspects are still lacking.

I would have liked to go deeper into the reflective process as far as their texts and their language skills are concerned and thus introducing them to work with the descriptors of the CEF. Yet it took me so long to introduce the English file and to substract the portfolio out of it that there was no more time to go into detail with explaining and working with the descriptors.

Besides, I was not able to develop formal criteria for the portfolio texts and though I tried to introduce a few as e.g. that the name, the class, the date, the writing instructions etc. need to be written on the portfolio text sheet, there was not enough time to practice together in class

²¹ http://www.bmukk.gv.at/ministerium/rs/2005_11.xml

²² Kl:ibo is short for „Kompetenzorientiertes Lernen in der Berufsorientierung“

so that the understanding could grow. Furthermore I did not manage to integrate documents of all four skills into the portfolio. This process, though, has been started by a mini-experiment in the third forms as we recorded stand up talks and dialogic talks for study and reflective purposes. As a consequence, the goal for the forthcoming schoolyear is to find ways of documenting the language learning process beyond mere text production as well as training assessment skills in other skills apart from writing.

The most striking and rewarding aspects were that one of my colleagues started appreciating the portfolio concept and that the texts presented in the portfolio prove that a lot of learning has taken place during the schoolyear. Reading and correcting the texts was a pleasure, especially when pupils who did not learn that easily came up with texts of their own trying to master all the language difficulties. Another very touching aspect was how much effort some of the pupils put into designing their texts, decorating them with drawings and sometimes even with pictures.

One of the highlights was the presentation of the portfolios to the parents. It was very touching for me to see how proud the pupils were and how eager to show. Their disappointment that not many of them got feedback signified that they were looking forward to get feedback on their work from others apart from Miss P!

As successful and satisfying as the work with the first forms was, as demotivating was the work in the third forms. Even at the end of the term at least half of the pupils did not have an English portfolio. The majority is reluctant to doing the corrections of their texts and the efforts being made on my side to get them into this process do not tally with the outcome. Still, those pupils who accepted this new didactic means made a lot of improvement and are proud of their work.

Last but not least I have to say that using the portfolio in an English class with the intention of keeping it over years is a great challenge to the teacher him/herself. It requires that the teacher is consequent in asking for the corrected texts, that the teacher is well-structured him/herself, that the teacher is willing to dedicate time during class to assist the pupils in getting more and more organized and that the teacher is willing to support each pupil in the best possible way. Furthermore the teacher needs to be enthusiastic, motivated, convinced of the need to teach how to reflect upon learning strategies and results and be open, flexible and innovative as far as assessing the pupils' achievements are concerned.

This requires a lot of the teacher and working in a team is very helpful if both are concerned to implement the portfolio in class. Yet it is a great disadvantage if mainly one of the teachers has to do the work by him/herself. If you want to establish a profound portfolio it is very important that the team teachers work hand in hand because there needs to be continuity and clarity as far as the tasks are concerned.

Another interesting point not being dealt with in this study is a comparison between ways of how to introduce, to keep, to assess a portfolio in a language class. I would have liked to have another interview with my colleagues in the language team as far as the progress during and the results at the end of the schoolyear are concerned and whether their attitude towards using a file and a portfolio in English has changed during the schoolyear.

4 Conclusion

In reference to the research question in which ways the usage of a portfolio in the English class fosters individualisation and self-assessment many answers have been given. First of all a portfolio is the product of an individual. The texts have the touch of an individual of the way he/she thinks, argues, expresses his/her own ideas as well as of how the individual decides to design the layout.

Furthermore, individualisation takes place as far as the usage of this instrument is concerned. Depending on the individual ways of learning each pupil has used the portfolio in a unique way. Some have frequently consulted it, others have done so rarely. Some have worked on it continuously, ending up with a complete documentation of all texts written during this schoolyear whereby others can only present an incomplete version of it. Last but not least it has to be mentioned that the competences achieved during this schoolyear vary to a great extent. This fact can easily be underlined by skimming through various portfolios whereby numerous levels of language acquisition will be noticeable.

As far as self-assessment in regards to the portfolio is concerned it can be concluded that the continuous work on a portfolio sharpens the mind. If peer-assessment, teacher-assessment and self-assessment are used, reflective processes are triggered off which have an overall impact on the learning attitude of the person. Besides, it fosters the motivation to learn and creates a strong emotional link towards the products of the learning process. Thus it affects the personality in strengthening the self-confidence, the reliability, the awareness of one's positive as well as less positive features and the respect for the efforts made in the learning process.

The assumption that the usage of a portfolio in the English class will have a positive effect on the motivation as well as that the continuous work on a portfolio will enhance reflective abilities have been proved to be true. There is no doubt on the benefits of the usage of a portfolio in class, not to speak of the great impact it has on the development of the personality of the learner. Due to the changes in society and the requirements later in life, especially in the job field, it is the duty of a teacher to prepare the pupils for these challenges. Therefore it is most necessary to implement portfolios in various forms in order to prepare the pupils for life.

The portfolio used in an English class as described in this practical approach should not be considered as a mere collection of texts. This is only the first step in a process which will be continued for four years. During this time a documentation of all four skills will be initiated by and by in order to give evidence of the achievements in all four skills. Furthermore, the texts and materials collected in such a language portfolio will be reflected and assessed in various ways in order to build up strong competences in these areas as well and thus foster the ability for lifelong independent learning in the language learner. This process has slightly started in the third forms by recording short free flow talks and dialogues which will be added to the English portfolio and reflected upon to raise awareness for one's speaking skills. For such an assessment the scales offered by the European Language Portfolio will be adapted to the specific speaking task.

Concluding all this, it has to be stated that this study can only be regarded as the first step in a series of stages leading to a presentable English portfolio which documents the complete individual competences of a single learner in all four language skills and his/her reflective abilities. Besides, it has to be noted that though the necessity to implement the portfolio for the above mentioned purposes is obvious, it will take more time and efforts spent on information until the majority of the teachers will use this didactic means in their own lessons.

Learning is a highly individual life long process
which may be documented, reflected and assessed upon in a portfolio.

5 Table of Literature and Sources

5.1 Table of Literature

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5. **Stern,** Thomas. (Wien, 2008). Förderliche Leistungsbewertung. ÖZEPS
6. **Salner-Gridling,** Ingrid. (Wien, 2009). Querfeldein: individuell lernen – differenziert lehren. ÖZEPS

5.2 Table of Websites

- i. http://www.bmukk.gv.at/ministerium/rs/2005_11.xml
- ii. http://www.teachsam.de/arb/portfolio/portfolio_1.htm
- iii. <http://www.portfolio-schule.de>
- iv. <http://www.schule.de/englisch/portfolio.htm>
- v. http://www.fachportal-paedagogik.de/fis_bildung/index.html
- vi. <http://www.aacu.org/resources/assessment/portfolio.cfm>
- vii. <http://www.regenbogenschule.de/portfolio.htm>
- viii. <http://www.enmu.edu/academics/assessment/faculty/manual>
- ix. <http://www.assessment-reform-group.org/publications>

Appendix

A1 Questionnaires and Results

A1.1 Pupils' Questionnaire 1 and Results

S_Fragebogen_1	Klasse: 1a / 1b / 3a/ 3b	PFL Studie 2
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Portfolio Fragebogen

1) Was verstehst du unter einem „Portfolio“? Versuche in eigenen Worten zu erklären!

Ein Portfolio ist _____

2) Werden in deiner Schule im Unterricht Portfolios eingesetzt?

☐ nie ☐ manchmal ☐ oft ☐ sehr oft

3) In welchen Gegenständen wurden bzw. werden Portfolios eingesetzt?

☐ Deutsch ☐ Mathematik ☐ Englisch

☐ andere: _____

4) Was soll ein Portfolio deiner Meinung und Erfahrung nach unbedingt umfassen:

☐ Inhaltsangabe ☐ Beleg /Beweis / Nachweis ☐ Reflexion

☐ Feedback von anderen ☐ Beurteilungskriterien

☐ Gestaltungskriterien ☐ Titelseite ☐ Quellenangabe

5) Was ist deiner Meinung / Erfahrung nach der Sinn des Einsatzes eines Portfolios im Unterricht?

☐ keine Ahnung ☐ hab mir noch keine Gedanken darüber gemacht

☐ anderes: _____

6) Wie hast du das Erstellen eines Portfolios (eher) empfunden?

☐ negativ ☐ positiv ☐ sinnvoll ☐ lehrreich

☐ interessant ☐ langweilig ☐ weiß nicht

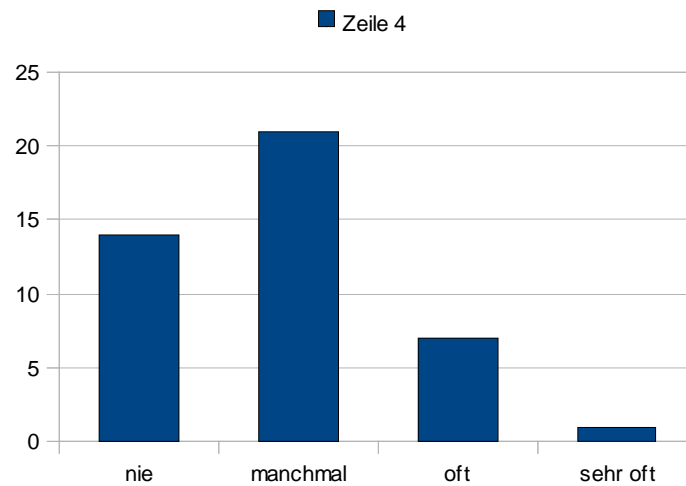
☐ anderes: _____

7) Glaubst du, dass sich der Einsatz eines Portfolios im Gegenstand Englisch positiv auf deinen Lernerfolg auswirken kann?

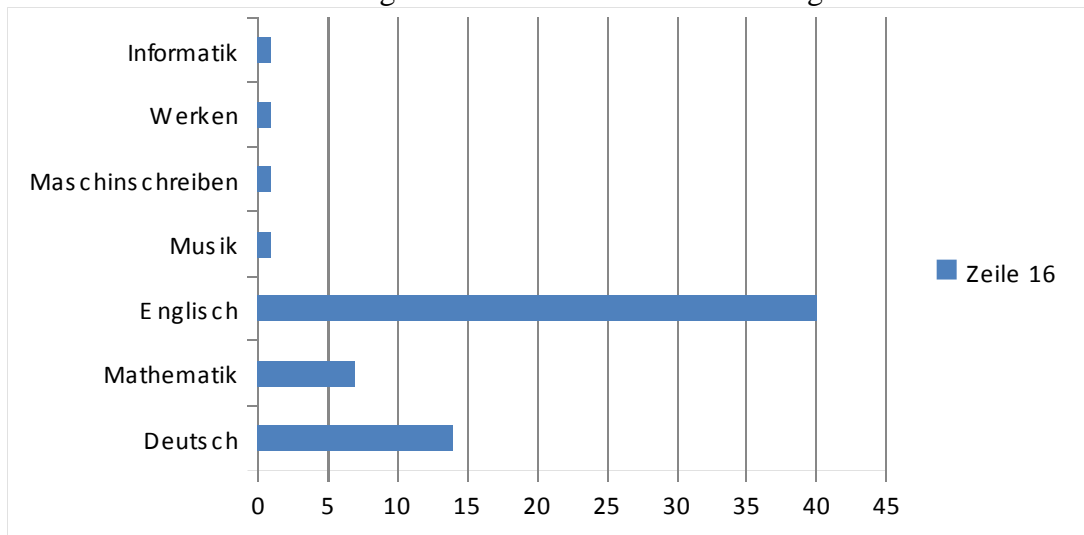
☐ ja ☐ ein wenig ☐ vielleicht ☐ nein

Bitte beantworte die Fragen des Fragebogens entweder in eigenen Worten oder kreuze die für dich zutreffende/n Antwort/n an! Danke für deine Mithilfe! Miss P!

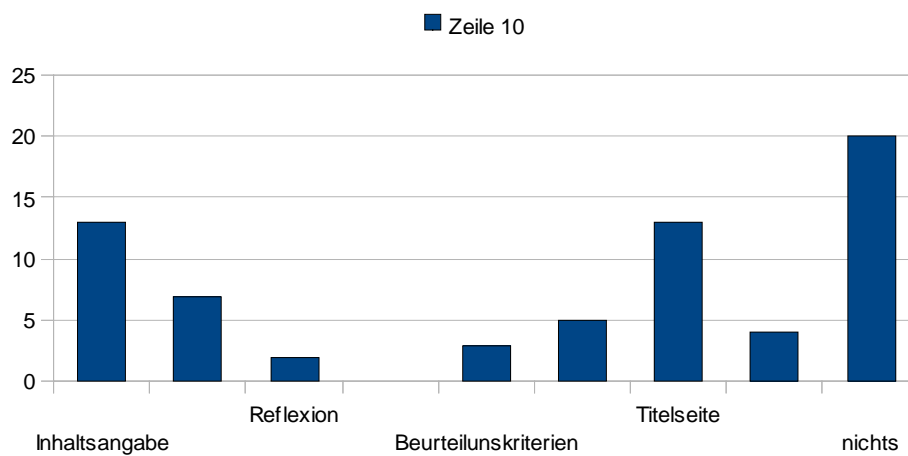
Werden in der Schule Portfolios eingesetzt?



In welchen Gegenständen werden Portfolios eingesetzt?

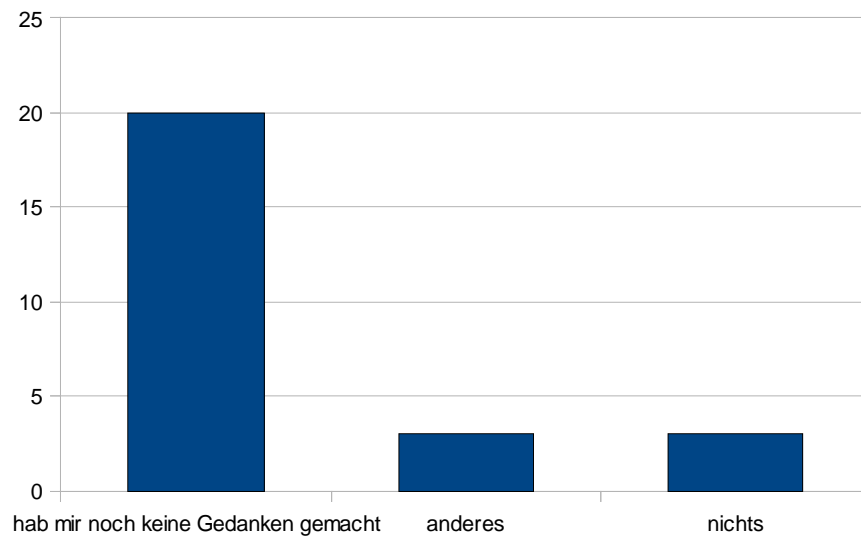


Was soll ein Portfolio deiner Meinung nach unbedingt umfassen?



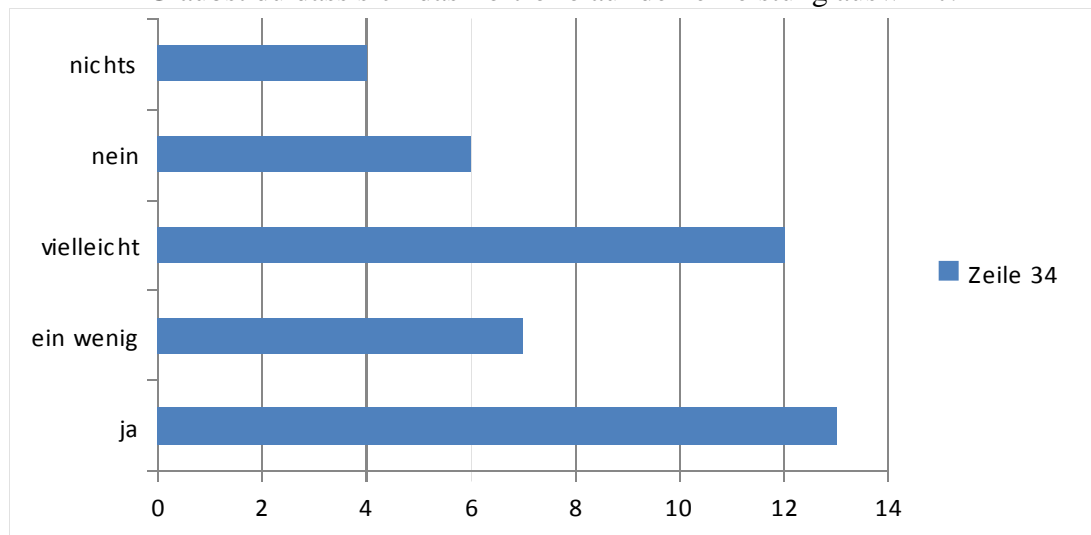
Sinn des Einsatzes eines Portfolios im Unterricht?

■ Zeile 22



Glaubst du dass sich das Portfolio auf deine Leistung auswirkt?

■ Zeile 34



A1.2 Teachers' Questionnaire and Results

L_Fragebogen

Schule: _____

PFL Studie 2

Portfolio Fragebogen

- 1) Was verstehst du unter einem „Portfolio“? Erkläre in eigenen Worten!

- 2) Setzt du im Unterricht Portfolios ein?

☐ nie ☐ manchmal ☐ oft ☐ sehr oft

- 3) In welchem/n Gegenständen setzt/würdest du Portfolios ein/setzen?

- 4) Was soll ein Portfolio deiner Meinung und Erfahrung nach unbedingt umfassen?

☐ Inhaltsangabe ☐ Beleg / Beweis / Nachweis ☐ Reflexion
☐ Feedback von anderen ☐ Beurteilungskriterien ☐ Titelseite
☐ Gestaltungskriterien ☐ Quellenangabe ☐ sonstiges:

- 5) Wie wirkt sich das Arbeiten mit Portfolios auf den individuellen Lernerfolg aus?

☐ sehr stark ☐ mäßig ☐ wenig ☐ gar nicht

- 6) Inwieweit fließt das Portfolio in die Leistungsbeurteilung ein?

☐ sehr stark ☐ mäßig ☐ wenig ☐ gar nicht

- 7) Birgt der Einsatz von Portfolios im Unterricht Nachteile?

☐ ja, sehr viele ☐ ja, einige ☐ sehr wenige ☐ gar keine

Welche? _____

- 8) Sind die SchülerInnen bei der Auswahl des Portfolio Inhaltes aktiv miteinbezogen?

☐ ja, sehr stark ☐ ja, ein wenig ☐ selten ☐ gar nicht

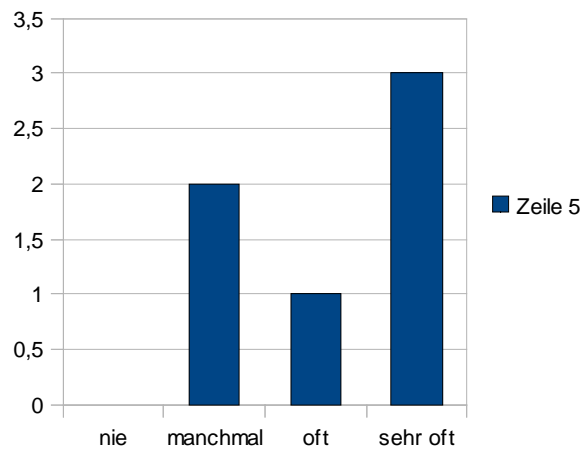
- 9) Was passiert mit den Portfolios?

☐ eingesehen ☐ beurteilt ☐ zurückgegeben ☐ öffentlich präsentiert

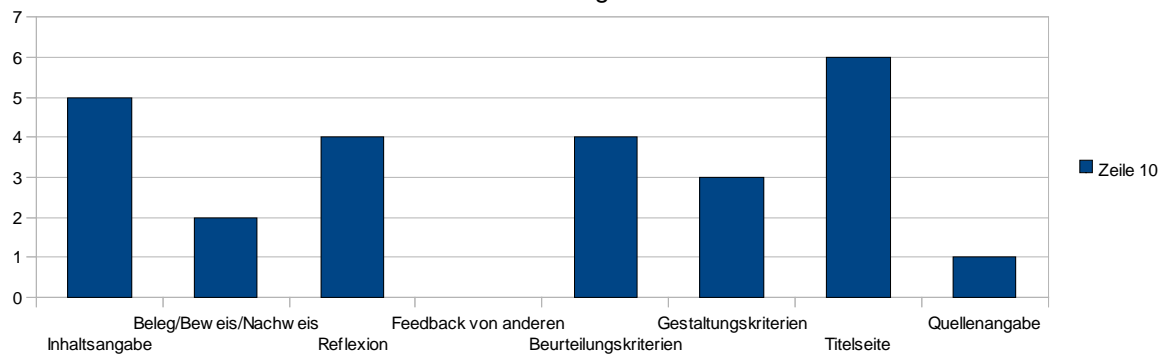
☐ aufbewahrt und im nächsten Schuljahr wieder verwendet ☐ anderes:

Bitte beantworte die Fragen des Fragebogens entweder in eigenen Worten oder kreuze die für dich zutreffenden Antwort/n an!
Danke für deine Mithilfe! Miss P!

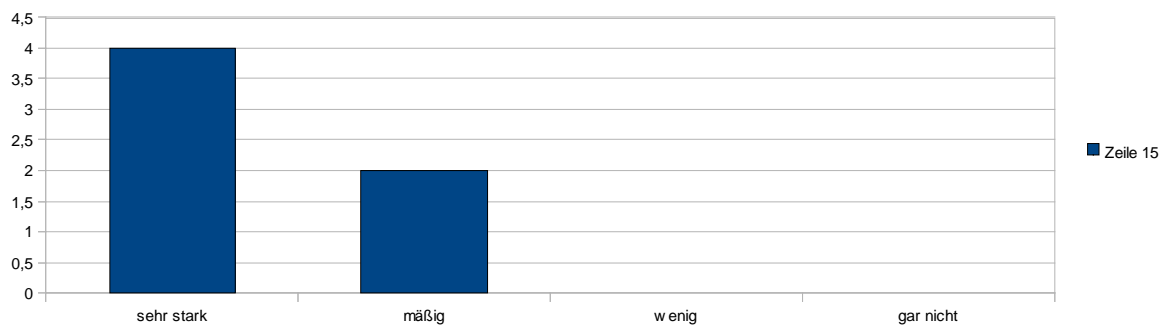
Setzt du im Unterricht Portfolios ein?



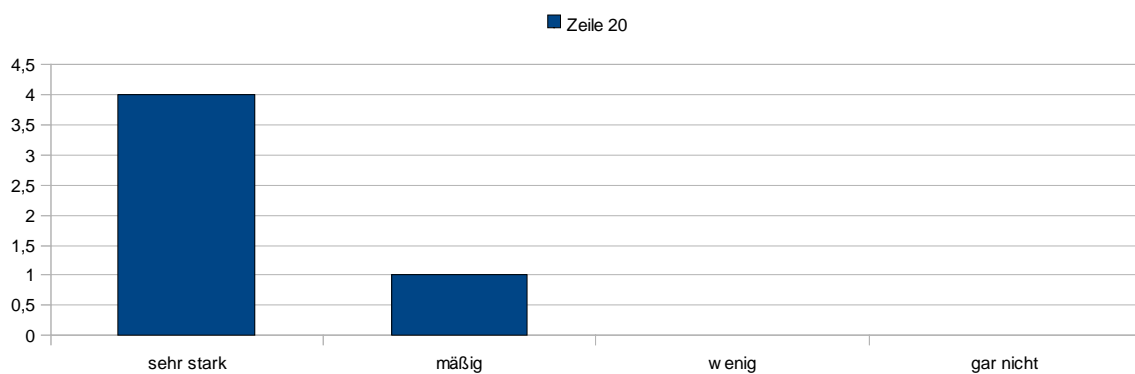
Was soll ein Portfolio im Englischunterricht umfassen?



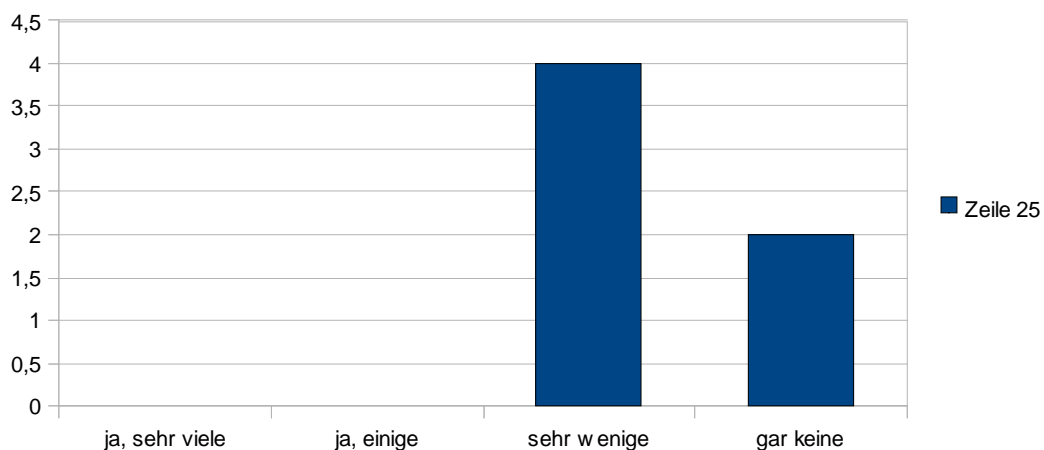
Wie wirkt sich das Arbeiten mit Portfolios auf den individuellen Lernerfolg aus?



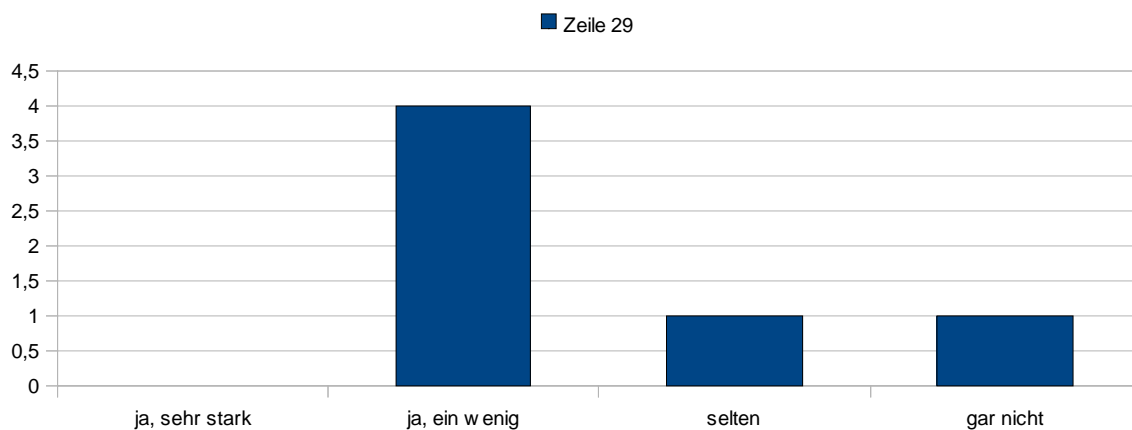
Inwieweit fließt das Portfolio in die Leistungsbeurteilung ein?



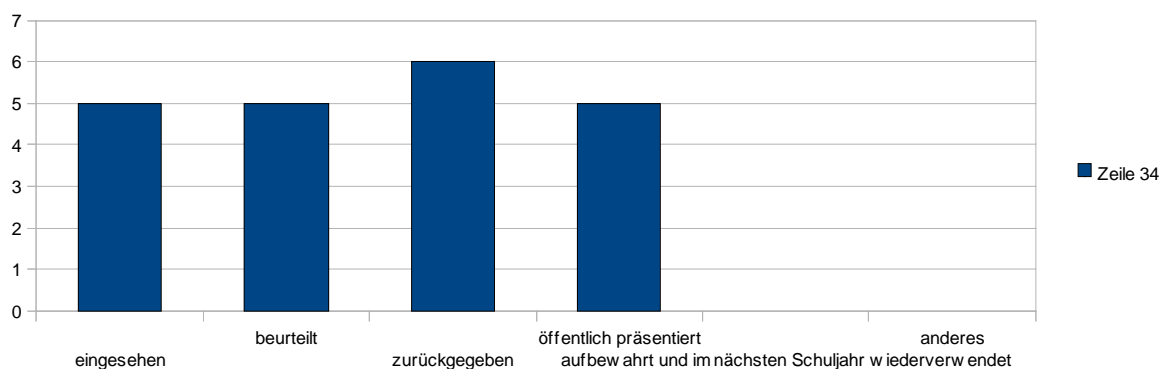
Bringt der Einsatz von Portfolios im Unterricht Nachteile?



Sind SchülerInnen bei der Auswahl des Portfolio Inhaltes aktiv miteinbezogen?



Was passiert mit dem Portfolio?



A1.3 Colleagues' Questionnaire and Results

K_Fragebogen_1

NMS/HS/RS Köflach

PFL Studie 2

Portfolio Fragebogen

1) Was verstehst du unter einem „Portfolio“? Erkläre in eigenen Worten!

Ein Portfolio ist _____

2) Setzt du im Englischunterricht Portfolios ein?

☐ nie ☐ manchmal ☐ oft ☐ sehr oft

3) Was soll ein Portfolio im Englischunterricht deiner Meinung und Erfahrung nach unbedingt umfassen:

☐ Inhaltsangabe ☐ Beleg / Beweis / Nachweis ☐ Reflexion
☐ Feedback von anderen ☐ Beurteilungskriterien
☐ Gestaltungskriterien ☐ Titelseite ☐ Quellenangabe

4) Was ist deiner Meinung / Erfahrung nach der Sinn des Einsatzes eines Portfolios im Unterricht?

5) Wie lässt du die Portfolioarbeit in die Leistungsbeurteilung einfließen?

☐ gar nicht ☐ wenig ☐ oft ☐ sehr stark
☐ anderes: _____

6) Glaubst du, dass sich der Einsatz eines Portfolios im Gegenstand Englisch positiv auf den Lernerfolg der SchülerInnen auswirken kann?

☐ ja ☐ ein wenig ☐ vielleicht ☐ nein

7) Welche Auswirkungen auf das Lernverhalten der SchülerInnen können deiner Meinung nach erwartet bzw. nicht erwartet werden?

☐ keine ☐ andere _____

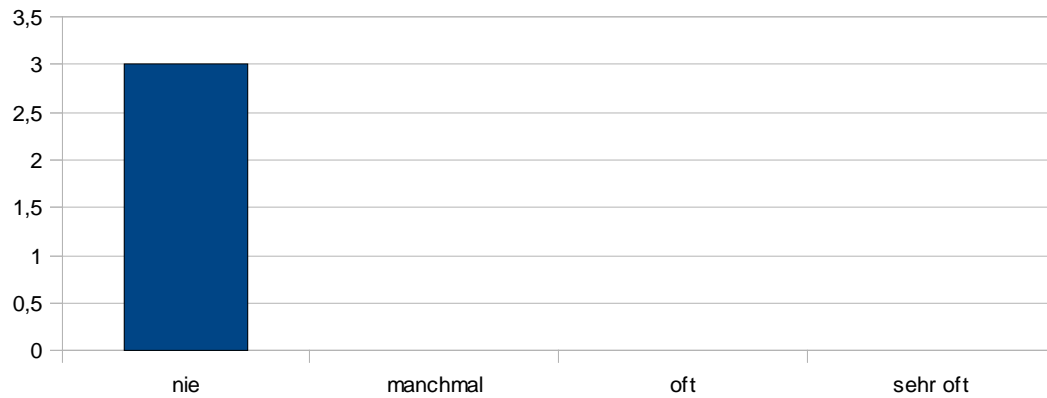
8) Würdest du im Englischunterricht ein Portfolio einsetzen, wenn du eine Leitfaden zur Umsetzung hättest?

☐ ja ☐ nein ☐ vielleicht

Bitte beantworte die Fragen des Fragebogens entweder in eigenen Worten oder kreuze die für dich zutreffende/n Antwort/n an! Danke für deine Mithilfe! Miss P!

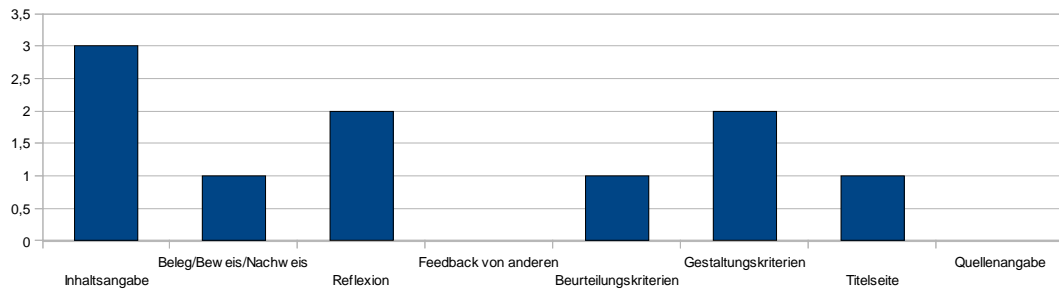
Setzt du im Englischunterricht Portfolios ein?

■ Zeile 5



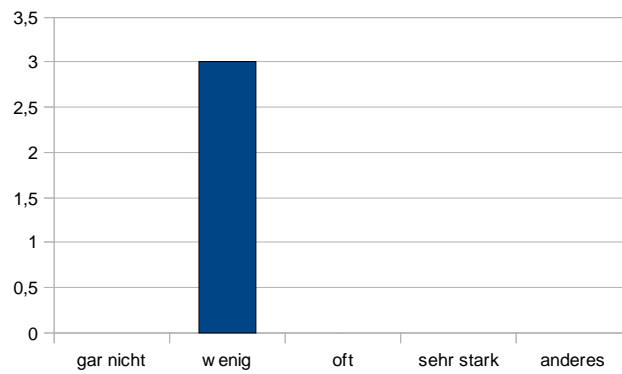
Was soll ein Portfolio umfassen?

■ Zeile 11



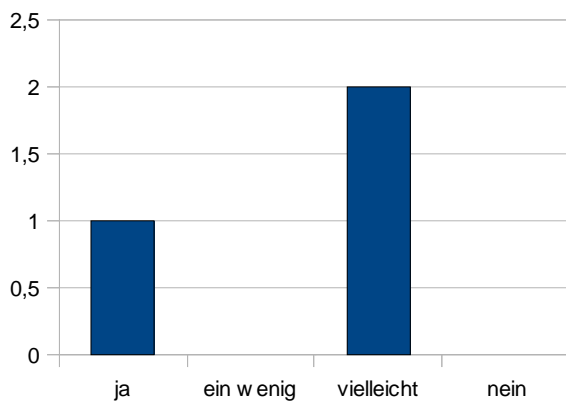
Leistungsbeurteilung in der Portfolioarbeit?

■ Zeile 16



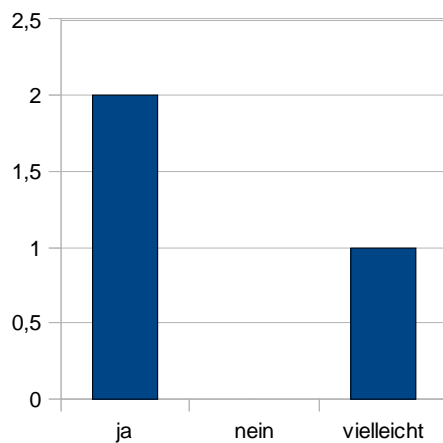
Positive Auswirkung auf Lernerfolg

■ Zeile 21



Einsatz eines Portfolios mit Leitfaden?

■ Zeile 30



A1.4 Pupils' Questionnaire 2 and Results

S_Fragebogen_2

Klasse: 1a / 1b / 3a/ 3b

PFL Studie 2

Portfolio Fragebogen 2

- 1) Was verstehst du unter einem „Englisch-Portfolio“? Versuche in eigenen Worten zu erklären!

Ein Englisch-Portfolio ist _____

- 2) Verwendest du dein Englisch Portfolio, um dich auf z.B eine Schularbeit vorzubereiten?

☐ nie ☐ manchmal ☐ oft ☐ sehr oft

- 3) Wie stark soll das Englisch Portfolio in die Beurteilung/Note einfließen?

☐ gar nicht ☐ ein wenig ☐ stark ☐ sehr stark

☐ andere: _____

- 4) Was umfasst dein Englisch Portfolio am Ende des ersten Jahres:

☐ Inhaltsangabe ☐ Beleg /Beweis / Nachweis ☐ Reflexion

☐ Feedback von anderen ☐ Beurteilungskriterien

☐ Gestaltungskriterien ☐ Titelseite ☐ Quellenangabe

- 5) Was ist deiner Meinung / Erfahrung nach der Sinn des Einsatzes eines Portfolios im Englisch-Unterricht?

☐ keine Ahnung ☐ hilft Grammatik zu vertiefen und anzuwenden

☐ hilft Wortschatz zu erweitern ☐ unterstützt selbstständiges lernen

☐ zeigt den eigenen, individuellen Lernfortschritt ☐ unterstützt den Ausbau der Fähigkeiten sich zu organisieren, genau zu arbeiten

☐ anderes: _____

- 6) Kreuze an, woraus sich deine Note hauptsächlich zusammensetzt?

☐ Schularbeit ☐ Words Checks ☐ Verbesserungen

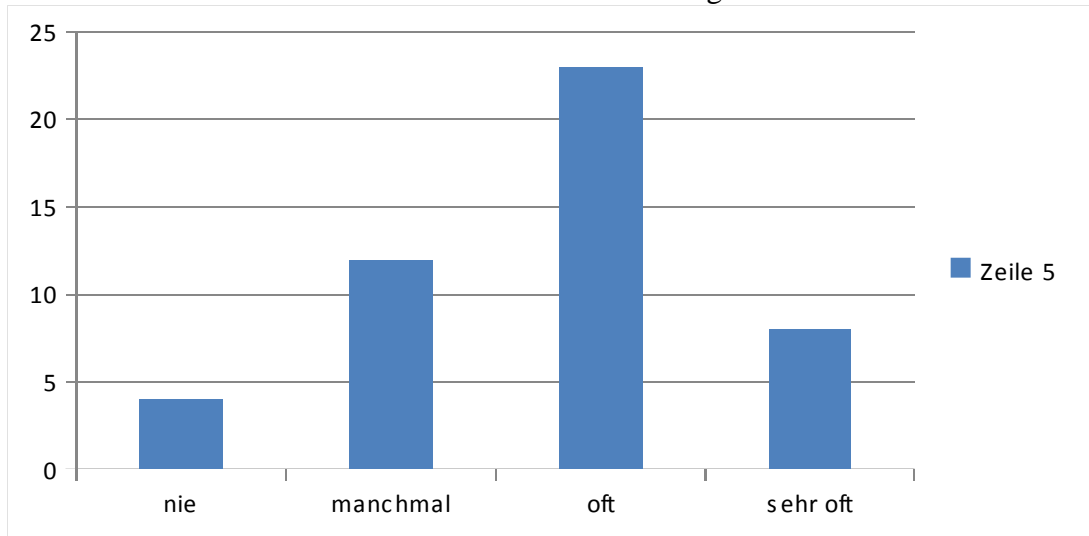
☐ Mitschrift ☐ Mappenführung ☐ Englisch Portfolio

☐ mündliche Leistungen ☐ erbrachte Hausübungen ☐ weiß nicht

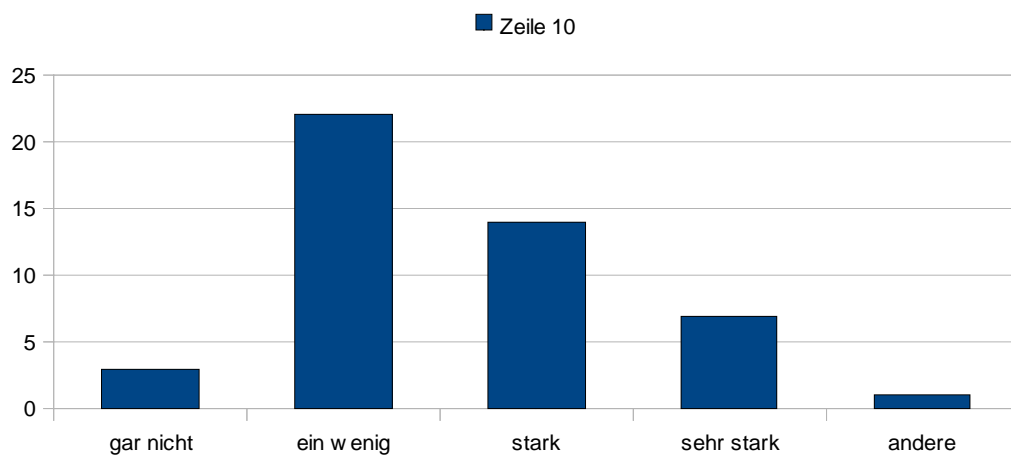
☐ anderes: _____

Bitte beantworte die Fragen des Fragebogens entweder in eigenen Worten oder kreuze die für dich zutreffende/n Antwort/n an! Danke für deine Mithilfe! Miss P!

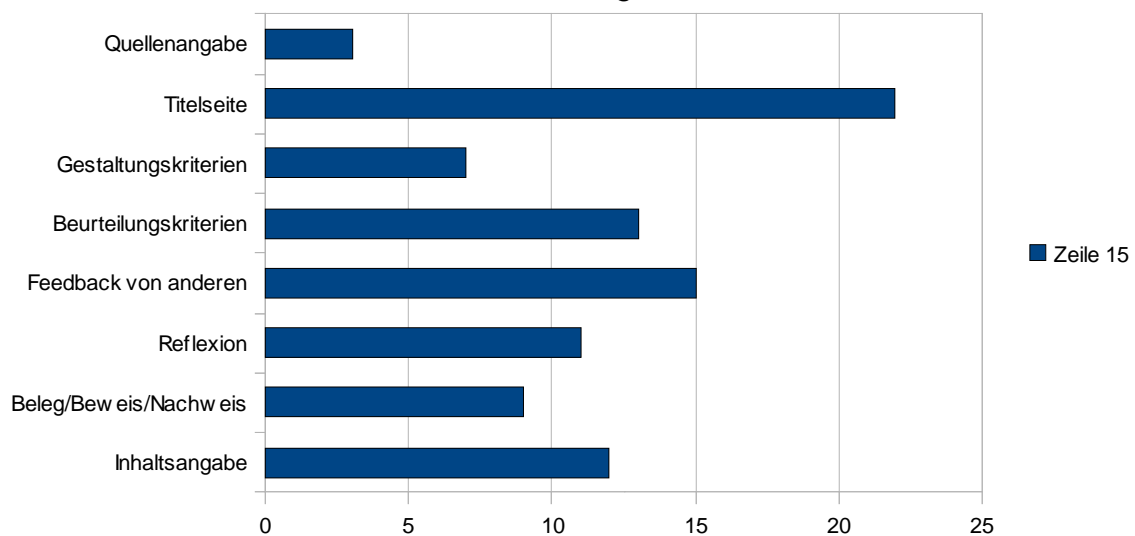
Verwendest du dein Portfolio zur Vorbereitung auf die Schularbeit?



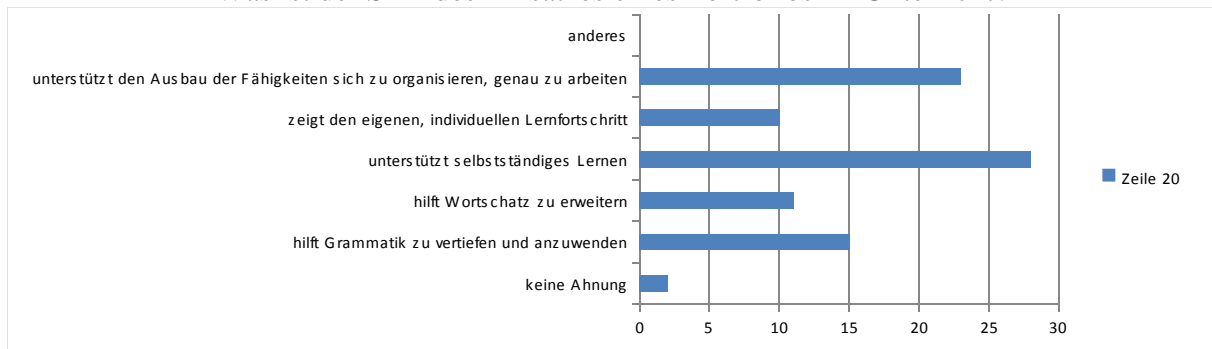
Wie stark soll das Portfolio in die Beurteilung einfließen?



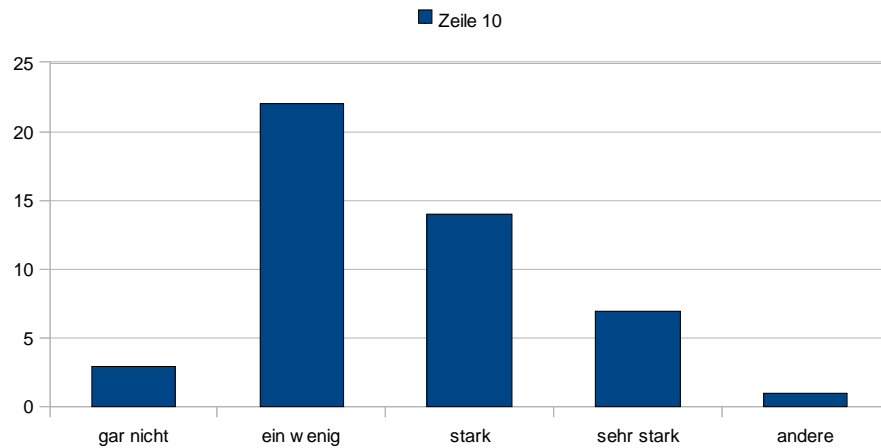
Was umfasst dein Englisch Portfolio?



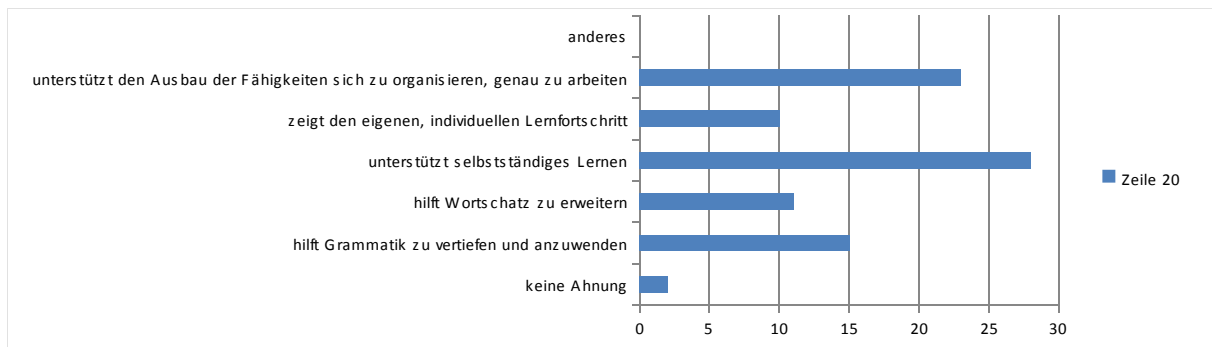
Was ist der Sinn des Einsatzes eines Portfolios im Unterricht?



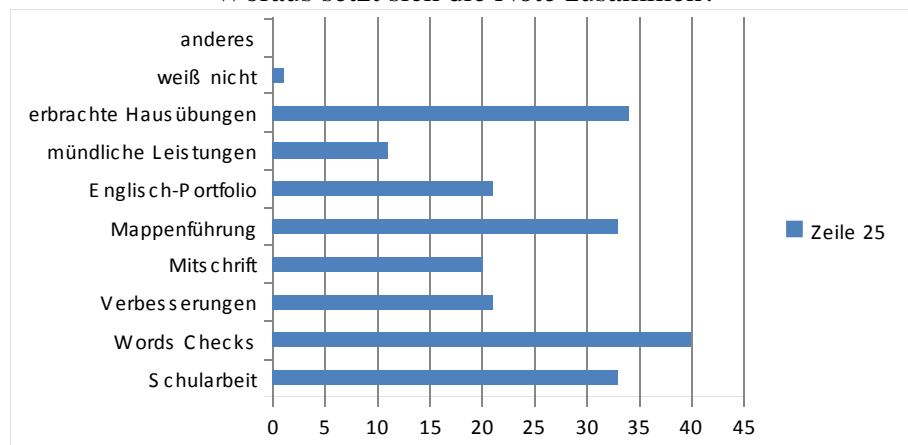
Wie stark soll das Englisch Portfolio in die Beurteilung einfließen?



Was ist der Sinn des Portfolios?



Woraus setzt sich die Note zusammen?



A2 Classroom Materials

A2.1 Feedback English File (teacher)

PUS

WS 2010/11

FEEDBACK ENGLISH FILE

Name of pupil: _____

date: _____

Texts and Tasks	Du hast deine Mitschrift und die Unterrichtsmaterialien vollständig und sehr ordentlich abgelegt	Du hast deine Mitschrift und die Unterrichtsmaterialien ziemlich vollständig und recht ordentlich abgelegt	Du hast deine Mitschrift und die Unterrichtsmaterialien lückenhaft und wenig gewissenhaft abgelegt	Du hast deine Mitschrift und die Unterrichtsmaterialien sehr lückenhaft und nicht gewissenhaft abgelegt
grammar	Du hast für alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Du hast für fast alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Du hast für einige bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Du hast für wenige bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.
Vocabulary	Du hast von allen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Du hast von fast allen bisher durchgenommenen Units die words and phrases recht sorgfältig und fast vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Du hast von einigen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Du hast von wenigen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.
Words checks	Du hast alle bisher geschriebenen words checks vollständig eingeordnet.	Du hast fast alle bisher geschriebenen words checks vollständig eingeordnet.	Du hast einige bisher geschriebenen words checks vollständig eingeordnet.	Du hast wenige bisher geschriebenen words checks vollständig eingeordnet.
corrections	Du hast alle deine words checks selbstständig verbessert.	Du hast fast alle deine words checks selbstständig verbessert.	Du hast einige deiner words checks selbstständig verbessert.	Du hast wenige deiner words checks selbstständig verbessert.

PUS

WS 2010/11

Self-assessment	Du hast deinen Lernprozess regelmäßig einmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Du hast deinen Lernprozess fast immer einmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Du hast deinen Lernprozess manchmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Du hast deinen Lernprozess selten reflektiert und schriftlich dokumentiert.
Test self-assessment	Du hast dich mit deinem self-assessment sheet auf den English test vorbereitet und ihn vollständig ausgefüllt.	Du hast dich mit deinem self-assessment sheet gut auf den English test vorbereitet und ihn fast vollständig ausgefüllt.	Du hast dich eher weniger mit deinem self-assessment sheet auf den English test vorbereitet und nur wenig ausgefüllt.	Du hast dich nicht mit deinem self-assessment sheet auf den English test vorbereitet und ihn nicht ausgefüllt.
Portfolio	Du hast alle homework Texte vollständig und gewissenhaft verbessert.	Du hast beinahe alle homework Texte vollständig und gewissenhaft verbessert.	Du hast einige homework Texte verbessert.	Du hast wenige homework Texte verbessert.
WS 2010/11	That's Me 1 In my Schoolbag That's Me 2	Hiding Ghosts In Winter My Friend	My Monster In my Nikolaus bag	My Classroom Story 1, 2, 3
SS 2010/11	That's ME 3 Shopping (dialogue)	My Friend 2 Pets (dialogue)	My Pet 1 CGP - In a restaurant	My Day 1 CGP - It is mine

Persönliche Einschätzung deines Lernfortschrittes:

Was ich dir noch sagen möchte:

Name of teacher

name of pupil

name of parent/s

A2.2 Self-Assessment English File

PUS

WS 2010/11

Self-Assessment ENGLISH FILE

Name of pupil: _____

date: _____

Texts and Tasks	Ich habe meine Mitschrift und die Unterrichtsmaterialien vollständig und sehr ordentlich abgelegt	Ich habe meine Mitschrift und die Unterrichtsmaterialien ziemlich vollständig und recht ordentlich abgelegt	Ich habe meine Mitschrift und die Unterrichtsmaterialien lückenhaft und wenig gewissenhaft abgelegt	Ich habe meine Mitschrift und die Unterrichtsmaterialien sehr lückenhaft und nicht gewissenhaft abgelegt
grammar	Ich habe für alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Ich habe für fast alle bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Ich habe für einige bisher behandelten Grammatikkapitel die Regeln übersichtlich zusammengefasst.	Ich habe für wenige bisher behandelte Grammatikkapitel die Regeln übersichtlich zusammengefasst.
Vocabulary	Ich habe von allen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Ich habe von fast allen bisher durchgenommenen Units die words and phrases recht sorgfältig und fast vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Ich habe von einigen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.	Ich habe von wenigen bisher durchgenommenen Units die words and phrases sorgfältig und vollständig geschrieben sowie verschiedene Question Pools, Mind Maps uä abgelegt.
Words checks	Ich habe alle bisher geschriebenen words checks vollständig eingeordnet.	Ich habe fast alle bisher geschriebenen words checks vollständig eingeordnet.	Ich habe einige bisher geschriebenen words checks vollständig eingeordnet.	Ich habe wenige bisher geschriebenen words checks vollständig eingeordnet.
corrections	Ich habe alle meine words checks selbstständig verbessert.	Ich habe fast alle meine words checks selbstständig verbessert.	Ich habe einige meiner words checks selbstständig verbessert.	Ich habe wenige meiner words checks selbstständig verbessert.

PUS

WS 2010/11

Self-assessment	Ich habe meinen Lernprozess regelmäßig einmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Ich habe meinen Lernprozess fast immer einmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Ich habe meinen Lernprozess manchmal wöchentlich an einem von dir festgesetzten Tag reflektiert und schriftlich dokumentiert.	Ich habe meinen Lernprozess selten reflektiert und schriftlich dokumentiert.
Test self-assessment	Ich habe mich mit meinem self-assessment sheet auf den English test vorbereitet und ihn vollständig ausgefüllt.	Ich habe mich mit meinem self-assessment sheet gut auf den English test vorbereitet und ihn fast vollständig ausgefüllt.	Ich habe mich eher weniger mit meinem self-assessment sheet auf den English test vorbereitet und nur wenig ausgefüllt.	Ich habe mich nicht mit meinem self-assessment sheet auf den English test vorbereitet und ihn nicht ausgefüllt.
Portfolio	Ich habe alle homework Texte vollständig und gewissenhaft verbessert.	Ich habe beinahe alle homework Texte vollständig und gewissenhaft verbessert.	Ich habe einige homework Texte verbessert.	Ich habe wenige homework Texte verbessert.
WS 2010/11	That's Me 1	Hiding Ghosts	My Monster	My Classroom
	In my Schoolbag	In Winter	In my Nikolaus bag	Story 1, 2, 3
SS 2010/11	That's Me 2	My Friend		
	That's ME 3	My Friend 2	My Pet 1	My Day 1
	Shopping (dialogue)	Pets (dialogue)	CGP - In a restaurant	CGP - It is mine

Persönliche Einschätzung meines Lernfortschrittes:

Mein/e Lernziel/e bis zum Ende des Schuljahres 2010/11:

Name of teacher

name of pupil

name of parent/s

A2.3 Parents'/Friends' Assessment Grid / Portfolio

Miss P!

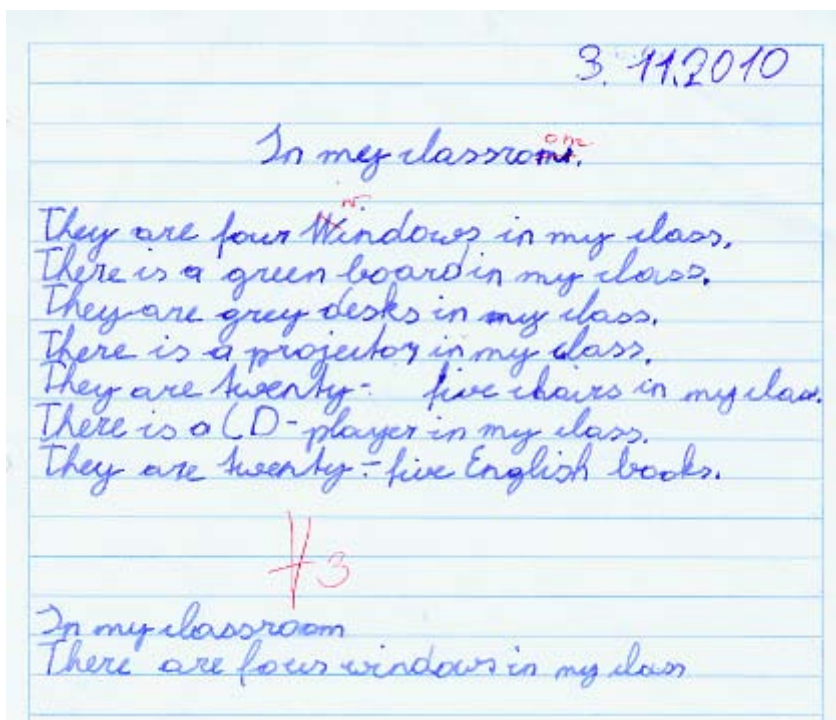
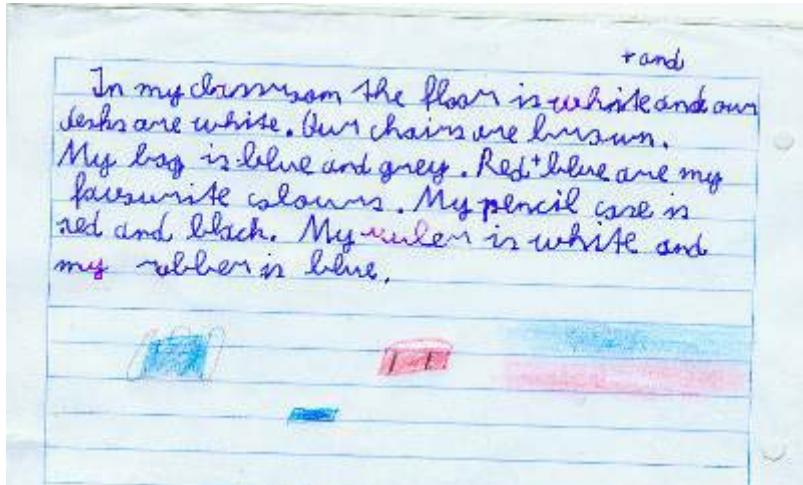
Meet my English File / Portfolio!		
Name:		date:
<p>Versuchen Sie einen Gesamteindruck der Ihnen im Portfolio / im English File vorliegenden Leistung eines/r SchülerIn zu gewinnen. Ziel ist es, dem/der SchülerIn in wenigen Worten ein paar Rückmeldungen zu geben, welche die Leistung des/der SchülerIn wertschätzen und hilfreiche Tipps für dessen Weiterarbeit sein können.</p> <p>Blättern Sie das vorliegende Portfolio / den vorliegenden English File aufmerksam durch und füllen Sie bitte den Feedbackbogen aus, indem Sie die smileys anmalen/ankreuzen (je mehr smileys, umso besser beurteilen Sie diesen Bereich).</p>		
Gestaltung	Die Schrift ist sauber und leserlich.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Die Seiten sind ansprechend und übersichtlich gestaltet.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Der English File / das Portfolio hat eine klare Struktur und Ordnung.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Das Deckblatt ist originell und thematisch passend gestaltet.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Inhalt	Der English File / das Portfolio enthält alle Bereiche / Texte laut Inhaltsverzeichnis.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Nur 1. Klassen: Der English File enthält Beispiele für folgende Textsorten: <i>einfacher Text, Dialog, Beschreibung, Geschichte, Rap.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Nur 3. Klassen: Das Portfolio enthält Beispiele für folgende Textsorten: <i>Portrait, Dialog, Beschreibung, Geschichte, Rap, Brief, Postkarte, Zusammenfassung.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Beurteilung	Der English File / das Portfolio lässt einen individuellen Lernfortschritt feststellen.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Persönliche Anmerkungen – Tops und Tipps</p>		

A3 Sample Portfolio Texts

A3.1 "In my classroom"

Writing task:

Describe your classroom! Use colours, prepositions (in, on, under), classroom words and there is / there are.



7. Oct. 2010

In my classroom the floor is brown and our desks are grey. Our chairs are green. My bag is red and green. Red and green are my favourite colours. My pencil case is grey and white. My ruler is yellow and my rubber is orange.



My classroom PORTFOLIO

There are twenty-five grey desks in the classroom. There is a green board in the class. There is a brown floor in the class. There are twenty-five chairs in the classroom. There is a yellow door in my class. There are four windows in my classroom. There are twenty-five schoolbags and twenty-five pencil cases in the class. There are twenty-five kids in my class.

Andrew,

My classroom

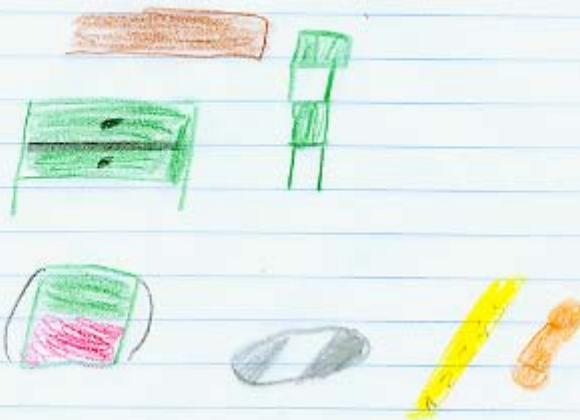
In my classroom the floor is brown and our desks are grey. In my classroom are 25 kids. In my classroom are brown chairs. In my classroom there is a blackboard. In my classroom are 25 schoolbags. In my classroom are 4 windows. In my classroom is a projector. In my classroom there is a floor. In my classroom is a wastebasket. In my classroom are 25 pencil cases.

Unit 2

7th 10 2010

In my classroom

In my classroom the floor is brown and our desks are grey. Our chairs are green. My bag is red and green. Red and green are my favourite colours. My pencil case is grey and white. My ruler is yellow and my rubber is orange.

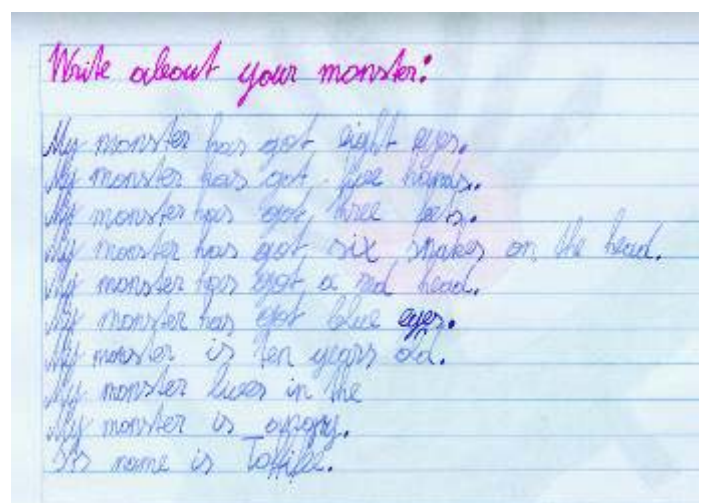
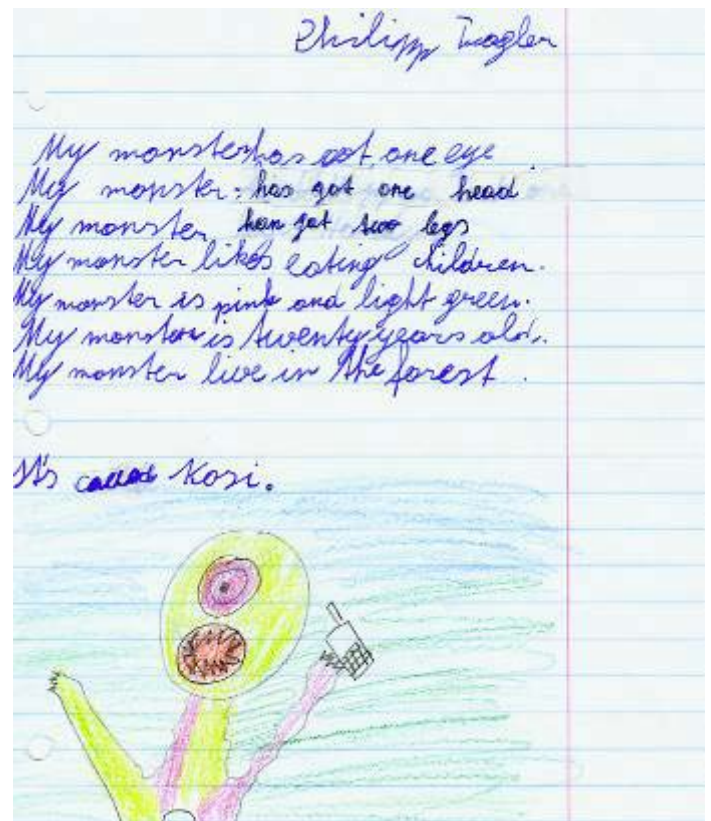


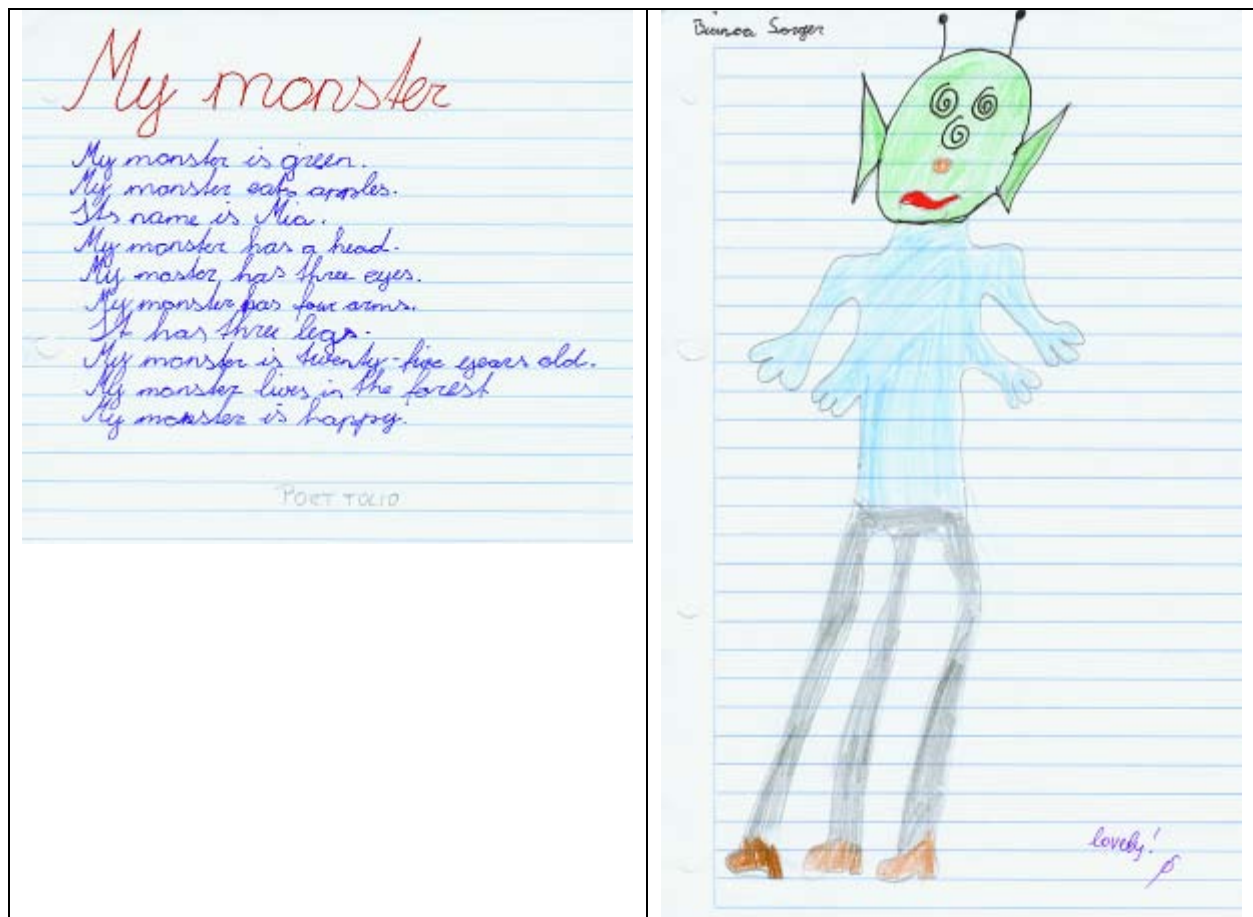
Red and green are my favourite colours
My pencil case is grey and white

A3.2 "My monster"

Writing task:

Draw and describe a monster! Use numbers, parts of the body, colours, "has got/hasn't got"!





A3.3 Creative Writing – “In MY restaurant”

Alexander Kacivay	
Miss P.	Tab 2010/11
In a restaurant	In my restaurant
<p>M Excuse me, Sir!</p> <p>M The menu, please!</p> <p>M I'd like some <u>baad</u></p> <p>M with <u>egg</u> and <u>peas</u>!</p> <p>M I'm sorry, Ma'am,</p> <p>M no <u>egg</u> or <u>peas</u></p> <p>M I'd recommend some</p> <p>M <u>bread</u> with <u>cheese</u>!</p> <p>M Some <u>bread</u> with <u>cheese</u>?</p> <p>M Oh, no, no, no!</p> <p>M I'm sorry, Sir!</p> <p>M I'll have to go!</p> <p>M Please, wait, dear Ma'am!</p> <p>M I've got some <u>ham</u></p> <p>M and then some <u>pancakes</u></p> <p>M filled with <u>jam</u>!</p> <p>M Well, well, dear Sir!</p> <p>M I think I'll stay</p> <p>M if you have <u>cream</u> <u>222</u></p> <p>M done your way!</p> <p>M Of course, dear Ma'am!</p> <p>M It won't take long!</p> <p>M So meanwhile please,</p> <p>M enjoy that song!</p>	<p>Excuse me, Sir!</p> <p>The menu, please!</p> <p>I'd like some <u>apple</u></p> <p><u>with roll and some peas</u>!</p> <p>I'm sorry, Ma'am,</p> <p>no <u>tee cream</u> and <u>peas</u></p> <p>I'd recommend some</p> <p><u>not much cheese</u>!</p> <p>Some <u>not bread with cheese</u></p> <p>oh, no, no, no!</p> <p>I'm sorry, Sir!</p> <p>I'll have to go!</p> <p>Please, wait, dear Ma'am!</p> <p>I've got some <u>ham</u></p> <p>and then some <u>fish</u></p> <p><u>filled with jam</u>!</p> <p>Well, well, dear Sir!</p> <p>I think I'll stay</p> <p>if you have <u>cream</u></p> <p><u>done your way</u>!</p> <p>Of course, dear Ma'am!</p> <p>It won't take long!</p> <p>So meanwhile please,</p> <p>enjoy that song!</p>

Print the chart and write your own replacing the underlined words!

In a restaurant

In restaurant

Excuse me, Sir!
 The menu, please!
 I'd like some beef
 with rice and peas!
 I'm sorry, Ma'am,
 no rice or peas
 I'd recommend some
bread with cheese!
 Some bread with cheese?
 Oh, no, no, no!
 I'm sorry, Sir!
 I'll have to go!
 Please, wait, dear Ma'am!
 I've got some ham
 and then some pancakes
 filled with jam!
 Well, well, dear Sir!
 I think I'll stay
 if you have cream tea
 done your way!
 Of course, dear Ma'am!
 It won't take long!
 So meanwhile please,
 enjoy that song!

Excuse me, Sir!
 The menu, please!
 I'd some pizza with bread
 and peas!

I'm sorry, Ma'am no pizza
 or peas. I'd recommend some
 vegetables with cheese!

Some vegetables with cheese?
 Oh, no, no, no! I'm sorry, Sir
 I'll have to go!

Please, wait, dear Ma'am!
 I've got some ham and there's
 some coxins filled with jam!

Well, well, dear Sir!
 I think I'll stay if you have
 hot chocolate done your way!

Of course, dear Ma'am! It
 won't take long! So meanwhile
 please enjoy that song!

Enjoy the chant and write your own replacing the underlined words!

In a restaurant

In *my* restaurant

Excuse me, Sir!

The menu, please!

I'd like some beefwith rice and peas!

Ma'am

I'm sorry, Ma'am,

no rice or peas

I'd recommend some

bread with cheese!

Sir

Some bread with cheese?

Oh, no, no, no!

I'm sorry, Sir!

I'll have to go!

Ma'am

Please, wait, dear Ma'am!

I've got some ham

and then some pancakes

filled with jam!

Waiter

Well, well, dear Sir!

I think I'll stay

if you have cream tea

done your way!

Ma'am

Of course, dear Ma'am!

It won't take long!

So meanwhile please,

enjoy that song!

Waiter

Excuse me, Sir!

The menu, please!

I'd like some pizza
with chips!

I'm sorry, Ma'am,

no chips or peas

I'd recommend some

bananas with cheese!

Some bananas with cheese?

Oh, no, no, no!

I'm sorry, Sir!

I'll have to go!

Please, wait, dear Ma'am!

I've got some ham

and then some pan

filled with jam!

Well, well, dear Sir!

I think I'll stay

if you have cream tea

done your way!

Of course, dear Ma'am!

It won't take long!

So meanwhile please,

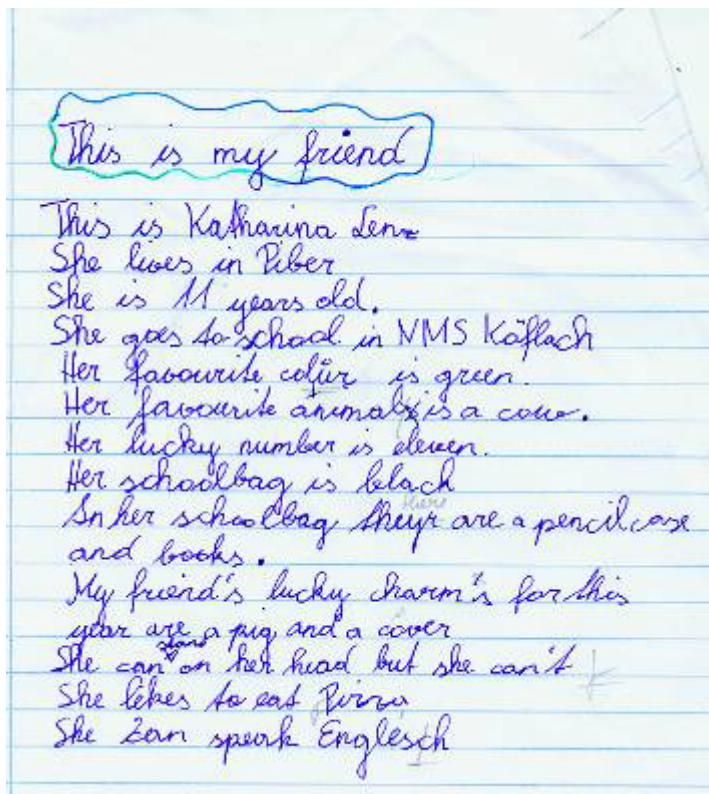
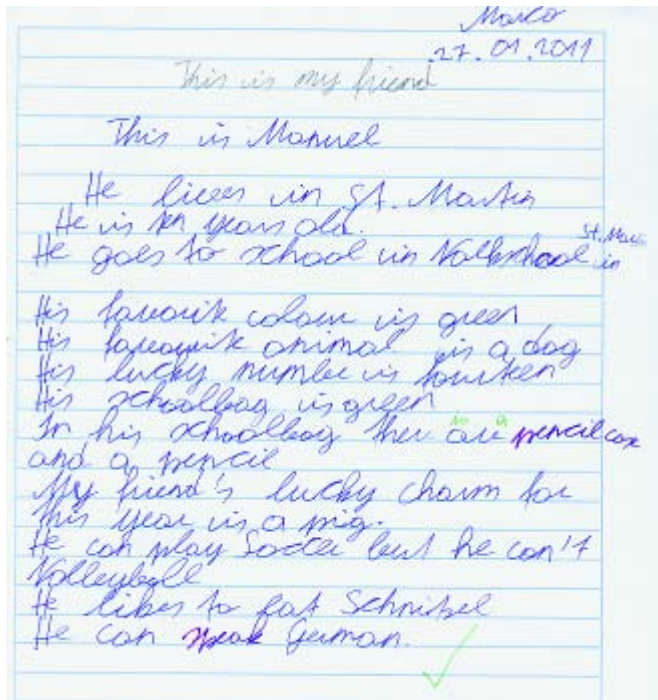
enjoy that song!

Enjoy the chant and write your own replacing the underlined words!

A3.4 "My friend"

Write about a friend! Talk about

- facts (where he/she lives, name etc.)
- what he/she likes doing and can do
- favourite animal/colour etc.



1.2. Portfolio Amelia

This is my friend

This is Kai.
 He lives in Kiefloch.
 He is 12 years old.
 He goes to school in NMS-Kiefloch.
 His favourite colour is red.
 His favourite animal is a cat.
 His lucky number is three.
 His schoolbag is black.
 In his schoolbag there are five books and two pencils.
 My friend's lucky charms for this year are a pig and a clover.
 He can ride a bike but he can't stand on his head.
 He can speak German and English.
 He eats green, spaghetti, ice cream and donuts.
 He can swim but he can't do Maths.
 He can climb a tree but he can't sing.
 He can dancing but he can't speak Turkish.
 His haircolor is brown.
 His eyes are brown.
 His nose is small.
 He loves girls and his telephone.
 He listens music.

2. Bianca S.

This is my friend

This is Kathi.
 She lives in Pöten.
 She is eleven years old.
 She goes to school in NMS Kiefloch.
 Her favourite colour is green.
 Her favourite animal is a cow.
 Her lucky number is eleven.
 Her schoolbag is black.
 In her schoolbag there is a book.
 My friend's lucky charm for this year is a pig.
 She can swim but she can't wiggle her ears.
 She likes to eat Pizza.
 She can speak Deutsch and English.

rice! ~~er~~

Portfolio!

A3.5 "My home"

Fehim Maradan

My home

My name is Fehim.
I live in Barmbad.
I live in a big house.
Our house is orange.
My favourite room is my room.
I have good a brown bed.
In the afternoon I usually read books in my room.
I never eat or drink in the bathroom.
I like to eat in the living room.
We usually have breakfast in the kitchen.
My mum's favourite room is the living room.
My dad's favourite room is the garage.
In the garden is a big pool.
My sister and I swimming there.

This is my home! ✓

Philipp Jenge 16.01.2011

my home (A)

I live in a house.
Our house is green.
My favourite room is my room.
I've got a brown bed and a green and white cupboard.
In the afternoon I usually watch TV.
I never eat or drink in my room.
We usually have breakfast in the dining room.
My mum's favourite room is the living room. She often watches TV in the afternoon. She doesn't like to clean the windows but she loves to sit in the garden in the sun.
My dad's favourite room is the cellar.

preisbit

Victoria Miller 16
25.5.2011

My home

Text: 1

I live in a big flat.

Our house is yellow.

My favourite room is my room.

I've got a wooden bed and a green and white cupboard.

In the afternoon I always make my homeworks in my room.

I never eat or drink in the bathroom but I like to eat in the living room.

We never have breakfast in the kitchen but we have breakfast in the dining room.

My mum's favourite place is the balcony. She often sits in the sun.

She doesn't like to clean the windows but she loves to bake a cake.

My dad's favourite room is the living room. He loves to look sport in TV but he doesn't like to clean our car.

This is my home.

Text 1: My home Viklas H. May 25th 2011

I live in a big house.

Our house is yellow.

My favourite room is the living room.

I've got a brown bed and a brown cupboard.

In the afternoon I usually ~~eat~~^{work} in my room - I'm outside and play with friends.

I never eat in the bathroom, I always eat in the kitchen.

We usually have breakfast, meal and dinner in the kitchen. Sometimes when the weather is fine we eat in the garden.

My mum's favourite room is the living room. She often plays ^{the} piano.

She doesn't like to clean the house, but she loves to sit in the garden in the sun.

My dad's favourite place is the garden, he always works there. This is my home.

Super, Vik! Lots of nice words and phrases! Draw a map, please!

Text 2: What is my family doing at three o'clock?

At three o'clock my mum often is working in the school. She is learning with the kids.

My dad is working in the garden.

The cats are sleeping under the tree.

The dog is sleeping in the sun.

I'm often doing my homework. Sometimes when

I'm ready with my homework, I'm playing with my friends. This is what we are doing at 3 o'clock.

☺ PF

UB

Fabian 10pt

25.5.2011

Description:

Dialog 1

I live in a big house.
Our house is yellow.
My favourite room is the livingroom.
I've got a green bed and a green and white cupboard.
In the afternoon I usually watch TV.
We usually have breakfast in the living room.
My mum's favourite room is the livingroom. She often watches TV in the afternoon.
She doesn't like to clean the windows but she loves to sit in the garden in the sun.
My dad's favourite room is the garage. He loves to repair things but he doesn't like to cook. This is my home.

Dialog 2

At three o'clock my Mum is in the livingroom. She is watching TV. My dad is cooking. The cat is in the garden under a bush and is sleeping. My sister is in her room and is listening to music. I am in my room and I'm watching TV. This is what my

Text 1:

I live in a big green house.
My favourite room is the room of my brother "Milo".
I've got a brown cupboard and a red bed.
I never eat in the bathroom but I like to eat in my brother's room.
My Mum's favourite room is the living room. She often plays Games Boy in the afternoon.
My dad's favourite room is in the cellar. There are two computers and a television.
This is my home.

Text 2:

At three o'clock my mum is cooking in the kitchen.
My dad is waiting in the dining room for his food.
My brother is sleeping on the sofa in his room.
I'm playing Super Mario in my brother's room.
My rabbit is jumping in the garden. This is what my family is doing at three o'clock.

A3.6 Story 3

Write a story! Use the weekdays, moods and food words!

Story 3

It's Monday. Bart. S. is hungry. He is very very hungry. So he eats chocolate.

It's Tuesday. Bart. S. is hungry. He is very very hungry. So he eats candies.

It's Wednesday. Bart. S. is hungry. He is very very hungry. So he eats cookies.

It's Thursday. Bart. S. is hungry. He is very very hungry. So he eats bananas.

It's Friday. Bart. S. is hungry. He is very very hungry. So he eats lollies.

It's Saturday. Bart. S. is hungry. He is very very hungry. So he eats apples.

It's Sunday. Bart. S. is hungry. He is very very hungry. So he eats plums.

Excellent!

Hm P!

apples

Story 1

Today it's Monday. It's cold. I'm angry.
Today it's Tuesday. It's hot. I'm happy.
Today it's Wednesday. It's sunny. I'm excited.
Today it's Thursday. It's windy. I'm bored.
Today it's Friday. It's cloudy. I'm sad.
Today it's Saturday. It's raining. I'm nervous.
Today it's Sunday. It's a thunderstorm. I'm scared.

Story 2

It's Monday. I'm skiing.
It's Tuesday. I'm snowboarding.
It's Wednesday. I'm sledging.
It's Thursday. I'm making a snowball fight.
It's Friday. I'm shovelling snow.
It's Saturday. I'm ski-flying.
It's Sunday. I'm making an igloo.

Story 3

It's Monday. Bear S. is hungry. He is very, very hungry. So he eats chips, a big hamburger and a big pizza.
It's Tuesday. Bear S. is hungry. He is very, very hungry. So he eats a big ice-cream, a big, big chocolate and drinks a beer.
It's Wednesday. Bear S. is hungry. He is very, very hungry. So he eats hundred candies, twenty lollies and three oranges.
It's Thursday. Bear S. is hungry. He is very, very hungry. So

Story 3

It's Monday. Snoopy is hungry
He is very very hungry. So he eats apples.

It's Tuesday. Snoopy is hungry
He is very very hungry. So he eats bananas

It's Wednesday. Snoopy is hungry
He is very very hungry. So he eats chocolate

It's Thursday. Snoopy is hungry
He is very very hungry. So he eats pears

It's Friday. Snoopy is hungry
He is very very hungry. So he eats oranges

It's Saturday. Snoopy is hungry
He is very very hungry. So he eats plums

It's Sunday. Snoopy is hungry
He is very very hungry. So he eats nuts

A4 Excerpt of “MY English P!”

Organise yourself in English!

Useful guidelines and tips to keep your English file and portfolio in order!

1) English File

Allgemeines

Deine Englisch Mappe, „My English File“, wird dich durch deine Jahre in der NMS Köflach begleiten. Sie soll dir dazu dienen, alles gut zu sammeln und zu ordnen, sodass du bis zum Ende der vierten Klasse ein umfangreiches Sammelwerk hast, das deinen Lernprozess dokumentiert. Damit du dich darin zurechtfindest, solltest du einige Richtlinien – „guidelines“ beachten.

1) Sammeln / Organisieren

Lege jede Mitschrift, Kopie, Lernunterlage, deine Hausaufgaben, die Word files und Vokabellisten – kurz, alles, was im Englisch Unterricht mitgeschrieben oder ausgeteilt wird, sofort unter dem richtigen Schlagwort ab, dann kann nie ein unübersichtliches Chaos entstehen. Damit du dir beim Einordnen leichter tust, hat Miss P! ein paar Tipps für dich:

T’n T:

Texts and Tasks – das wird deine umfangreichste, also dickste Abteilung in deinem English File werden. Hier sammelst du:

<i>deine Mitschrift</i>	<i>classroom notes</i>
<i>Kopien</i>	<i>photocopies</i>
<i>Arbeitsblätter</i>	<i>worksheets</i>
<i>Hausaufgaben</i>	<i>your pieces of homework</i>
<i>Leseverständnistexte</i>	<i>reading comprehension excercises</i>
<i>Hörverständnistexte</i>	<i>listening comprehension excercises²³</i>

²³ © bnb-edutrainment, Graz 2012